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ABSTRACT

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education. Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in adult basic education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education. (Author)

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NATIONAL INSTITUTE ON RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION

(Final Project Report)

Florida State University
College of Education
Department of Adult Education
Tallahassee, Florida

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June 15, 1969 - June 14, 1970

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RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION

Edited by
George F. Aker
and
Wayne L. Schroeder

Final Report of a National Training Institute

Conducted by
Department of Adult Education
Florida State University

In cooperation with
Office of Continuing Education
Florida State University

The project reported herein was supported by a grant from the
U. S. Department of Health, Education and Welfare, Office of Education

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FOREWORD

This document represents the individual and collective works of many individuals. The ideas and recommendations advanced here to improve the quality and effectiveness of adult basic education are now in various stages of implementation across the country.

The extent that the National Institute on Resource Development and Utilization in Adult Basic Education is achieving its goals is reflected in the innovative and creative approaches now gaining momentum in the various states and local communities.

We believe that the "working papers" which follow provide the framework for significant and positive change in adult education.

The magnitude of cooperation from the State Directors of Adult Education provided essential nationwide support and enthusiasm for the Institute. While space does not provide for the recognition of all who contributed above and beyond their responsibilities to ABE, we would like to give special thanks to Mr. Paul V. Delker, Mr. Eugene Sullivan, and Mr. John V. Griffin, all of the U.S. Office of Education for their invaluable contributions at all levels of planning and for their active participation in the residential workshops.

For much needed help in clarifying critical problems and for enriching the Institute leadership we appreciate the advise and counsel of Mr. James R. Dorland and Mr. Robert A. Luke.

The positive feedback about the quality and productivity of group interaction should be credited to Institute leaders: Dr.'s Donald Butcher, William Dowling, Kenneth Gordon, Glenn Jensen, Malcolm Knowles, Alan Knox, Burton Kreitlow, Wayne Richards and Curtis Ulmer.

Our very special thanks to the dedicated faculty and graduate assistants at FSU who provided the "hard work" of conference logistics, trouble shooting, and day to day program operations.

We owe much to Mr. Robert Theobold who set the stage for imaginative and critical examination of our issues and problems throughout the Institute.

And finally, a tribute to Mr. James H. Fling and the staff members of the Florida State Department of Education for providing more than we would ask from our hosts.

The Editors

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ABSTRACT

Purpose:

This Institute was based upon the premise that existing efforts to eliminate illiteracy must be dramatically increased across the country and that this increase in effort and activity could be substantially achieved with existing resources through the creative and dynamic efforts of the State Directors of Adult Education.

Consequently, the Institute was designed to provide as many human and material resources as possible for use by the State Directors in analyzing the magnitude of their tasks, their individual and collective roles, and in developing imaginative "plans of action" to maximize the effective use of resources in adult basic education. The participants in the Institute were involved in a variety of pre-conference planning activities prior to their involvement in a human relations-problem solving 2-week residential workshop. The major objectives of the workshop were to enhance the creative capabilities of the participants, to perfect their communication, perceptual and problem solving skills, and to put into action innovative ideas to help overcome certain problems which inhibit the impact and effectiveness of adult basic education.

Procedures:

Specific procedures were developed to satisfy selected criteria in the following areas: program planning, staff selection and development, identification of "critical problem areas", development of materials and research library, participant involvement, conference management and evaluation.

Program planning and evaluation were viewed as continuous processes and were implemented simultaneously at the national, regional, state and local levels. Major program decisions pertaining to the selection of participants, conference procedures, content, use of staff and resource personnel, etc., were made in consultation with widely known national and regional leaders in ABE. Final determinations were based upon the majority expressions of the target audience - the State Directors of Adult Basic Education.

National advisory committees (consisting of representatives of the U. S. Office of Education, State Directors of Adult Education, decision makers in related agencies, and Teacher Trainers and Researchers in ABE), The National Council of State Directors of Adult Education, The National Association for Public School Adult Education, The Adult Education Association of the U.S.A., and Regional Associations of State Directors were heavily relied upon

to acquire input for each phase of the Institute. Information thus obtained was presented to and reviewed by the State Directors of Adult Basic Education by means of mailed questionnaires and during a pre-institute planning conference held in conjunction with the Galaxy Conference on Adult Education in Washington, D. C, in December, 1969.

The foregoing procedures provided continuous feedback for corrective actions throughout the Institute. Although maximum involvement by those to be affected by the program resulted in several deviations from original plans (e.g. problem areas treated in the Institute, time and duration of the residential conference, conference format, etc.,) it is believed that strict adherence to the concept of participant involvement in decision making increased the productivity of the participants, secured maximum attendance, and greatly contributed to the "success" of the Institute.

Results and Conclusions:

As a result of the Institute, there now exists a priority listing of what noted authority and research have established as 46 critical problem areas in ABE.

Sixteen of the problems deemed most crucial to the full utilization of resources in ABE were reduced to 6 priority areas which provided focus and direction for

the Institute. An intensive working library and numerous research documents were developed around the problem areas. Most importantly, 64 participants, representing key decision makers in ABE from a majority of the States and Territories and 41 highly skilled consultants and leaders collectively explored the problems to develop strategies, recommendations and plans of action for their solution.

Each State and Territory has access to the collective thinking of the Institute participants and each participant has a specific plan directed toward a particular priority problem in his program for follow-through implementation.

As documented by follow-up letters and evidenced by personal contacts with the participants, a significant outcome of the Institute was the opportunity afforded to enhance communication skills, to share and create new ideas with others and to develop new heights of professional zest for one's administrative career in adult education.

It was recommended that the format employed in this Institute be adopted within the various states for subsequent in-service training activities designed to identify and solve problems affecting program operations at the state and local levels.

Several models for improving adult basic education were developed, priorities for further management training on the part of state staff members were identified and directions for needed behavioral science research in adult basic education were recommended.

RESOURCE DEVELOPMENT AND UTILIZATION

IN ADULT BASIC EDUCATION

National Institute - Final Report

-PURPOSE AND RATIONALE-

This proposal and project was based on the belief that dedicated men and women through mutual and individual creative efforts can develop and apply the resources, processes, and programs necessary to resolve the problem defined by more than 20 million functionally illiterate American adults.

Much has been written about the eight million adults in our society who cannot write their names, the thirteen million who cannot fill out a job application form or read a newspaper effectively, and the 24 million who function below the eighth grade ability level. Over the past several years, behavioral scientists, economists, educators, the business world and political leaders have defined the dimensions of the problem and described the ever present relationships that exist between undereducation, low levels of aspiration, discrimination, poor health, social alienation, poverty and despair.

The general public,more than ever before, is aware of the social burden, economic drain and human losses

which result from these interrelated forces. And the question of how long this society, the most affluent and powerful one in the world, can endure when nearly one-fifth of its adult population can be classified as "disadvantaged" or "underprivileged" in various ways may be the most significant question of the Century.

Since 1965, much has been learned about adult basic education. Unprecedented sums (though they have been minor in relation to the magnitude of the problem) have been invested. A multitude of useful materials and technologies have been developed; several approaches to recruitment, programming, instruction and learning have been tested, and a small but knowledgeable corps of educators have been trained for ABE.

During the orientation period of the past four years ABE, as developed and administered through 50 State Departments of Education, has reached approximately 1.3 million of the 24 or more million representing its target audience.

It is believed that the orientation period has been perhaps even more effective than anticipated However, it is also assumed that there now exists sufficient knowledge, technology and manpower to enable the states to multiply their impact several fold by maximizing the use of the resources which are now available and will become

available in the foreseeable future. Consequently, the key assumptions of this project are:

1. That the dynamic and creative efforts of the State Directors of Adult Education are critical factors in significantly increasing the output and effectiveness of adult basic education.
2. That the State Directors are generally knowledgeable about the behavioral science theory and research having implications for teacher training, participant recruitment, testing, counseling, material utilization, teaching and evaluation in ABE.
3. That state-wide programs for ABE are not now making the greatest or most effective use of potential resources available for ABE, nor are they contributing near their potential to other groups, organization and agencies which need their help for a total attack on illiteracy, social disorganization, under-employment and related concerns.
4. That the State Directors are willing and capable of devising better ways to make greater use of what is already known about and available for ABE.

5. That the State Directors, because of their leadership positions, their experiences and their desires to create and energize resources (human, physical and financial) for ABE can do as much as any other single professional group to win the battle against ignorance and its attending social and economic ills.

Given the foregoing assumptions, the Institute was designed to provide the State Directors an opportunity to view their efforts from new perspectives, to learn to better communicate among themselves and with those who represent the vast potential and underdeveloped community resources for ABE, and to become the catalytic agents of a learning society.

The primary purpose of the National Institute was to enable the State Directors to plan and participate in a series of experiences that would help them discover their problems and limitations on the one hand and develop new levels of creative thinking, problem solving capacities, and improved arrangements for ABE on the other.

More precisely, the specific objectives of the Institute were:

1. To provide human relations experiences to enhance the communicative, affective, and creative capacities of the participants.

2. To provide the participants an opportunity to use a wide range of human and material resources in the identification and resolution of significant problems, in strengthening existing programs, and in developing new and creative approaches for adult basic education.
3. To provide the participants experiences to expand the perception of their responsibility in helping other groups and agencies become energizing and active forces in adult basic education and related areas.
4. To provide experiences in which the participants could create new concepts and improved systems for staff training and enhance the movement toward professionalism in the field.
5. To provide experiences which would enable participants to more adequately fulfill their responsibilities for action research and to serve as key linkages between research and practice.
6. To develop within the participants increased capacities for mutual cooperation, for friendly and spirited competition, for deeper personal commitment to their professional responsibilities, and for self-renewal and continuing learning.

7. To determine the future needs for professional training and staff development among State Directors, local directors, and other key administrative staff in Adult Basic Education.

-Procedures-

A variety of procedures was employed in planning and conducting the Institute. Consultants, selected on the basis of specialized knowledge and abilities, provided valuable input during each planning phase.

The first phase in planning the Institute was to determine the existing use and need for resources in ABE and to identify areas of underutilization and resource areas of high potential which were presently undeveloped. Information for this activity was gathered by the following means:

1. An exhaustive review of the literature.
2. Observations of ABE programs
3. Interviews with ABE practitioners from national to local levels and interviews with ABE students.

Data thus obtained were analyzed and synthesized by the research associates on the central staff. Preliminary information yielded by this process was then transmitted to selected advisory committees during the second planning phase. The advisory committees were asked to redefine problems, clarify issues and develop specific working papers and recommendations for use in designing the Institute around critical problems in the field.

The following groups participated in the foregoing activities:

1. Professional Development Committee of NAPCAE, Denver, Colorado, June 28.
2. USOE Task Force on ABE, Washington, D. C., July 25.
3. Southwestern Cooperative Education Laboratory, Albuquerque, New Mexico, September 11.
4. Region VII State ABE Directors, September.
5. National Institute Advisory Committee (Professors of Adult Education and Representatives of Agencies of ABE), Madison, Wisconsin, September 26.
6. National Institute Advisory Committee (Representatives of State Directors, USOE, ABE Consultants), Washington, D. C., October 6.
7. Executive Board, NAPCAE, Chicago, October.

As a result of the input from the above groups, a comprehensive survey was undertaken during the third planning phase. Through this survey the State Directors of Adult Education were asked to determine the relative importance of 46 selected problem areas in ABE having implications for the use or development of resources. The State Directors were also asked to verify and clarify their actual and ideally perceived job roles and responsibilities and to express their preferences as to

choice of learning arrangements in order to achieve the educational objectives of the Institute.

The findings of the National Survey were presented to and discussed by the members of the National Council of State Directors of Adult Education during their annual meeting held in conjunction with the Galaxy Conference on Adult Education in Washington, D. C., in December, 1969.

As a result of feedback from the State Directors, final decisions were made as to the educational objectives of the forthcoming Institute, conference design, resource persons, group leaders, content and materials.

For purposes of generating interest and motivation among the participants, to make maximum use of their expressed needs and wants and to create a favorable "set" for learning, periodic communication was maintained with them via circular and personal letters, telephone and telegram messages and by distributing selected pre-conference materials.

During the fourth and final planning phase arrangements were made for the preparation of 33 especially designed learning documents or working papers and for the aquisition of selected commercial materials in the areas of motivational psychology, organizational management, leadership, adult basic and continuing education, the sociology

of poverty and projected socio-cultural conditions of the immediate future.

Clinics and Institute briefing sessions were held for the human relations resource personnel and Institute leaders prior to the Institute which was held in Tallahassee, Florida, April 5-7, 1970.

The fifth phase of the Institute entailed a residential 2-week conference attended by 64 representatives of the various states and territories and 41 selected guests, resource personnel (who frequently assumed a dual role as participant-consultant) and group leaders.

Logistical arrangements for the conference were provided by selected staff members, graduate assistants, and the Office of Continuing Education of Florida State University. Educational technologies employed during the Conference included many variations of small group discussions, brainstorming, role playing, trips, buzz sessions, panel discussions, audio tapes and 16 mm films, library study and research, skits, demonstrations. lecture-discussions, etc.

The opening session of the Institute consisted of a lecture and informal discussions led by Mr. Robert Theobold, noted socio-economist, futurist and political scholar. The opening session, judged to be highly effective and relevant to the needs of the participants, set the stage for the 2 weeks of problem solving, idea

exploration activities which followed. Throughout the course of the Conference, every effort was made to practice the principle of flexibility as emerging problems and needs indicated needed changes in methods, procedures, resources or materials.

CRITICAL PROBLEMS IN ABE

As described in the preceeding section, a variety of procedures were employed during the first three phases of the Institute to identify areas which are critical to the full implementation of resources in adult basic education. In Table 1 can be seen the rank order distribution of the 46 problem areas judged most crucial.

TABLE 1. Critical Problems in Adult Basic Education

	Problem Area	Score 4 pt. Scale	(Number Reporting) Very Imp.	Imp.	Some Imp.	Of no Imp.
1	Meaning evaluation of effort	3.8	20	13	1	0
2	Coordination of efforts with other pub. community agencies	3.7	26	6	2	0
3	Image of Adult Education held by public	3.7	23	11	1	0
4	Local community awareness of and support for ABE	3.6	19	14	1	0
5	Staff development for supv., consultants, and specialists	3.6	14	14	3	4
6	Teacher training	3.6	19	15	1	0
7	Duplication of effort in ABE by a variety of agencies	3.6	21	11	2	0
8	Vertical opportunities for ABE participants	3.5	17	14	3	1

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting) Very Imp.	Imp.	Some Imp.	Of no Imp.
9	Relationships with the private sector in ABE (Business)	3.5	19	13	2	0
10	Linkage of ABE to econ. development and job placement	3.5	18	16	0	0
11	Need for a practical and relevant curr. in ABE	3.5	22	9	2	1
12	Developing comprehensive program of A.E. for all citizens	3.4	21	7	5	1
13	Freedom to experiment and innovate through public school ABE	3.4	18	12	4	0
14	Need for Teacher Trainers	3.3	14	12	9	0
15	Recruitment of ABE participants	3.3	16	10	8	0
16	Use and selection of ABE materials	3.3	13	17	4	0
17	Program promotion	3.3	16	15	2	0
18	Human relations skills on part of State Admin. staff	3.3	14	17	3	0
19	Full use of Educ. resources in community	3.3	12	20	2	0
20	Knowledge and skills for Legislative change	3.3	14	16	4	1
21	Effective and efficient dissem. of ABE research findings	3.3	16	13	4	1
22	Long-range planning	3.3	20	10	1	0

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting) Very Imp.	Imp.	Some Imp.	Of no Imp.
23	Community counseling services to disadvantaged adults	3.3	12	19	3	0
24	ABE for wage earners in consumer education	3.2	11	19	3	1
25	Training in creative leadership	3.2	14	15	5	0
26	Action or field research	3.2	8	21	6	0
27	Programming, planning budget systems	3.2	14	15	4	1
28	Status of ABE in the State organization	3.2	12	16	5	1
29	Career opportunities in Adult Education	3.2	5	16	15	0
30	Knowledge of other Federal ABE programs	3.1	11	17	5	1
31	Cooperation of colleges and universities for training and research in ABE	3.1	13	16	2	3
32	Capabilities of colleges and universities to assist State Dept. in ABE	3.1	10	20	2	3
33	Relationship between special project and state ABE Prog.	3.1	14	13	5	2
34	ABE for special audiences (prisons, hospitals)	3.0	9	14	9	1
35	Use of advisory committees	3.0	8	18	8	0
36	Clarification of roles and respon. of State Directors	3.0	12	12	7	1

TABLE 1. Continued

Rank	Problem Area	Score 4 pt. Scale	(Number Reporting) Very Imp.	Imp.	Some Imp.	Of no Imp.
37	Basic Research	3.0	7	16	11	0
38	Knowledge of Federal fiscal procedures	2.9	7	16	10	1
39	Use of Volunteers in ABE	2.8	10	10	13	2
40	Use of career ladders for paraprof.	2.8	7	12	15	1
41	Career opportunities for ABE teachers	2.8	4	20	9	0
42	Use of resources within minortiy groups	2.8	6	17	9	2
43	Teacher turnover	2.7	4	15	14	1
44	Bureaucratic red tape	2.5	7	7	17	3
45	Certification of ABE teachers	2.3	1	2	19	2
46	Social/ethnic/racial discrimination	2.0	2	9	13	10

The foregoing 46 problem areas were reduced to 16 problem discussion topics by selecting for priority rank and by combining areas found to be high in identical elements. The results of this reformulation are presented in Table 2.

TABLE 2. Problem-Discussion Topics

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
1	1	Evaluation of efforts (Evaluation)
2		Coordination of efforts with other public community agencies
30	2	Knowledge of other Federal ABE programs
7		Duplication of efforts in ABE by a variety of agencies
33		Relationship between "Special Projects and State ABE Programs" (Coordination)
3		Image of Adult Education held by the public
4	3	Local community awareness and support for ABE
12		Developing Comprehensive programs in Adult Education for all citizens
17		Program promotion
28		Status of ABE in State organizations (Image of Adult Education)
5	4	Staff development for supervisors, consultants and program specialists
6		Teacher training
43		Teacher turnover
14		Need for teacher trainers (Staff Development)
8		Vertical opportunities for development and growth of ABE participants
10	5	Linkage of ABE to economic development and job placement
9		Relationships with the private sector in ABE (Educational and Supporting Services for Underliterate Adults)
11		Need for a practical curriculum
16	6	Use, selection and relevancy of ABE materials
24		ABE for wage earners and consumer education (Curriculum and Materials)

TABLE 2. Continued

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
13		Experimentation and innovation through public school ABE
26	7	Action or field research
21		Effective and efficient dissemination of ABE reseach findings (Action Research)
15		Recruitment of ABE participants
23	8	Community counselling services to disadvantaged adults (Recruitment-Counselling)
18		Human relations skills on part of state administrative staff
20		Knowledge and skills to perform as legislative change agent
25	9	Training in creative leadership for administrators
36		Clarification of roles and responsibilities of State Directors (Creative Leadership)
19		Full use of higher education resources in the community
31	10	Cooperation of colleges and universities for training and research in ABE
32		Capabilities of colleges and universities to assist State Department in ABE (Role of Higher Education)
22		Long-range planning
27	11	Planning - Programming - Budgeting Systems approach to ABE
38		Knowledge of federal financial procedures (Program Planning)
29		Career opportunities in Adult Education
41	12	Career opportunities for ABE teachers (Careers in ABE)

TABLE 2. Continued

Primary Rank	Secondary Rank	Problem (Sub-title in parenthesis)
34	13	ABE for special audiences, corrections, hospitals, aging, etc. (Special Audiences)
35	14	Use of resources within minority groups (Minority Group Resources)
39 40	15	Use of volunteers in ABE Use of career ladders for paraprofessionals (Volunteers-Paraprofessionals)
46	16	Social/Ethnic/Racial discrimination (Discrimination)

Research and study materials relative to the foregoing areas were developed, collected, cataloged and made available to the participants throughout the Institute.

In Table 3 are presented the 6 work-discussion areas which were used to focus the content and provide direction for activities during the Institute.

Eight to 12 participants were assigned to each of the problem-study groups. In most instances assignments were made prior to the Institute on the basis of special interests or needs of the participants.

Although problem discussion area No. 6, which involved sensitivity training in its format, was not identified as one of the highest priority areas, it was

included because it was ranked high in importance by 12 of the participants and they expressed considerable desire to organize their efforts around this particular area.

In general, problem areas in which there was little or no interest were not emphasized. An exception to this was the area of local/ethnic discrimination. Despite the fact that it appeared that most State Directors did not see this as a problem, the staff felt that discrimination of minority groups served by ABE programs was a real issue in all parts of the country. Therefore, materials on this topic were included in the reference library.

TABLE 3. Work-Discussion Groups

	Group Leader and Consultants	Problem-Discussion Area
1.	Knox Ingham Hanberry	Meaningful evaluation of efforts
2.	Butcher Ulmer Jahns Semberger	Coordination of efforts with other public community agencies
3.	Jensen Smith Blakey	Image of adult education held by public
4.	Kreitlow Hendrickson Halverson	Staff development for supervisors, consultants, and program specialists

TABLE 3. Continued

	Group Leader and Consultants	Problem-Discussion Area
5.	Dowling Hand Powell	Complete educational and supporting services for underliterate adults
6.	Richards Knowles Guimaraes Schroeder Gordon	Sensitivity session: Improving relationships between directors; use of advisory committees, sensitivity toward participants, knowledge of minority groups.

WORKING PAPERS ADDRESSED TO SIX SELECTED PROBLEMS IN ADULT BASIC EDUCATION

In this section of the report are presented six working papers developed by participants in the Institute. Also included is a plan for the "Professional Development of Adult Educators" which was developed for the Institute by the National Association for Public School Adult Education.

Each working paper was produced by the combined efforts of the participants, group leader(s) and resource personnel assigned to a particular area.

The ideas, conclusions, suggestions and recommendations developed in the following papers have numerous implications for improving the quality, scope and use of resources in Adult Basic Education.

Each participant used his group report as a basis for developing his own "plan of action" to improve some aspect(s) of ABE in his state or territory. It is hoped that readers of the following reports will find equally productive ways of using these ideas to solve problems, better utilize resources, create new and improved resources, systems or institutional arrangements for ABE, or otherwise improve the quality of adult basic education.

THE ROLE OF THE STATE DIRECTOR IN THE EVALUATION OF ADULT BASIC EDUCATION

Group Leader - Alan Knox
Consultant - Roy Ingham
Staff Associate - Gerry Hanberry

I. The Scope of the State Director's role in Evaluation

A.--From the National Level--

Before a State Director begins an evaluation he should review the scope of the National problem and the intent of the legislation as specified in the guidelines. He should know what other agencies and Legislative acts relate to his state program; e.g. MDTA - WIN - CEP, etc. Using this information as background, he should recognize several specialized evaluation tasks at the Federal level. One is to assist in USOE reporting efforts by helping to establish what data shall be collected and how it should be collected. Another is to obtain and transmit information for annual national reports. A third is to cooperate in other national research and evaluation projects related to ABE.

B. At the State level --

The State Director must fully understand his State Plan, and minimize the conflict between that plan and the Federal Legislation. He must

relate to sources of state funding. He must be willing to support and cooperate with the evaluation effort by accumulating and providing information, including uniform minimum statistics within the state. He must know the process of contracting for an evaluation from his own program budget, in line with State fiscal policy. He must be fully aware of State resources available to do an evaluation within his own State. Further, as at the Federal level, he should know and be involved with other agencies which are related directly or indirectly to the programs he administers. Part of state-wide evaluation will be internal, and will be conducted by those who are involved. If this internal evaluation is to be useful, the State Director must provide resources of personnel, time and money for the purpose, and engage in a local-state partnership regarding the specification and implementation of what data to collect and how to do so. He must also engage in evaluation of state-level activities including the state ABE office, relations between state agencies, and policy making for state-wide ABE.

C. At the Local Level --

It is imperative that the State Director get to know the local directors. This means he

should know their professional background, their philosophies, their attitudes, their strong and weak points as administrators, their perception of the ABE program and evaluation, their ability to select, get along with and communicate with their teachers, their abilities and methods in gathering, transmitting and retaining program information. He should know what resources are available in given locales to aid local directors in program implementation, finance and evaluation. From much of the above, he should be able to anticipate and deal with problem areas in conducting an evaluation. The state office can provide assistance to evaluators at the local level through publications and direct consultation and assistance.

D. Limitations --

1. Management of State Evaluation. The purpose of this statement is to provide a general guide which a State Director who may be unfamiliar in evaluation procedures could use in preparing himself for the task of managing an evaluation of his State's Program. As a guide, it leaves many gaps which individual state directors must fill as they apply the guide to their particular situations.

2. The local director depends on the State Director to familiarize and involve him in the total program of evaluation. Again the section covered in Part III is only a guide to the State Director for some of those steps in familiarization, involvement, and gaining cooperation. In this area, too, a suggested model is included which may be used as a means of communicating the process of evaluation to the local director and a means of communication between the evaluator, the State Director and the Local Director.

II. Management of State Evaluation

There is no single method or approach which will satisfy the evaluation needs of all State Directors of Adult Basic Education Programs. Certain factors, however, should be considered. These factors are presented and blank spaces are provided for the State Directors to list additional points which are relevant to their individual programs.

A. The first step in evaluation for the State Director is to review the program activities that have been carried out in previous years. The purposes of this review are to:

1. Determine the types of data available
2. Decide on the extent to which the data are dependable
3. Identify gap areas where data are needed
4. Ascertain the existing standards of performance
5. Aid in refining program goals
6. _____

   _____
7. _____

   _____

B. Personnel qualified to conduct evaluation are found in the following sources:
   1. Own staff (internal evaluation)
   2. Outside agencies (external evaluation)
      a. Universities
      b. Private agencies
      c. Professional associations
      d. Peers
      e. _____
      f. _____

C. In selecting a particular source, the following advantages of using each source

should be considered:

1. Advantages in using own staff
    a. Less cost
    b. Greater familiarity with local program
    c. Mimimizes communication problems
    d. Facilitates adoption of recommended practices
    e. Increases skill among staff
    f. _____
    g. _____
2. Advantages of outside agencies
    a. Greater objectivity
    b. Available evaluation skills
    c. Broader perspective for making decisions for program improvements
    d. Available time
    e. Will not interfere with rapport between state and local programs
    f. Relative advantages of each type of agency
    g. _____
    h. _____
3. Outside agencies
    a. University
        (1) Mutuality of interest in ABE programs
        (2) They may have collected

information from other evaluation studies about the program to be evaluated.

(3) Less expensive than private firms

(4) Greater resources; i.e., graduate students, computers

(5) _____

(6) _____

b. Private firms

(1) Extensive experience in evaluation

(2) More objective

(3) _____

(4) _____

c. Professional associations

(1) Widespread publicity of evaluation

(2) Substantive knowledge of Federal guidelines

(3) _____

(4) _____

d. Peers

(1) Greater understanding of State Director's role

(2) Able to use own experience as program administrators

(3) _____

(4) _____

The State Director may also use a combination of his own staff and outside agencies. This method enables one to take advantage of both sources, but increases difficulty of control and coordination.

D. Soliciting Proposals

1. When utilizing outside sources, proposals should be solicited. Information that must be made available to the proposal writers includes the following types of eventual uses of the evaluation results:

   a. Planning

   b. Program improvement

   c. Satisfy Federal evaluation requirements

   d. Public relations

   e. Support document for program budget justification

   f. Provide evidence of compliance with state plan

   g. _____

2. Before making any final decisions on the proposal, State Directors should consult with Local Directors, taking the following points into account:

a. Inform the local director of the need for evaluation to gain their support and cooperation.

b. Receive inputs for evaluation purposes; e.g., other types of data to be collected to gain support of teachers and students.

c. _____

3. The next step for State Directors is to review the proposals and make final selections. This selection should be based on the estimated effectiveness of the plan and qualifications of the evaluation staff. (If the State Director lacks skill in these areas, he should consult with an unbiased competent judge.)

a. Those aspects of the plan to be judged include:

(1) Data collection techniques

(2) Data reduction techniques

(3) Data analysis techniques

(4) Interpretation of results

(5) Realistic costs

(6) Satisfactory timetable

(7) Management planning (PERT, PPBS)

b. The evaluation staff should be:

(1) Knowledgeable about ABE

(2) Experienced in directing previous evaluations

(3) Able to establish rapport with State Directors and staff

(4) Given directions to make their specific roles explicit

(5) _____

(6) _____

4. Contract finalization

a. Approval of contract by legal section of State Department

b. Have authority needed to approve contract

c. _____

5. Monitoring and Liason with evaluating agency

a. Periodic meetings with evaluation staff

(1) Need for approval of contemplated major changes

(2) Discussion of problems

b. Sensitivity to any dissatisfaction with evaluation by local directors.

c. _____

d. _____

6. State Director's Role in encouraging the use of evaluation results

   a. Make report available to those instrumental in carrying out diverse purposes of evaluation; e.g., local directors, then selected parts to teacher groups. legislators, business leaders, advisory committees, etc.

   b. For program improvement purposes, a follow-up component should be provided involving local directors and teachers.

   c. _____

   d. _____

   e. _____

III. The State Director's Consultative Role in Local Evaluation

The State Director should exercise caution in his approach to the directors regarding their evaluation problems. His approach should avoid their being overwhelmed. We hope to be able to develop in partial outline form a few facets of the total problem to assist State Directors with their thinking in this area. We hope to accomplish

this by presenting the 4 problems discussed below:

A. The State Director's strategy in approaching the local director.

1. Know the local directors and their situations, their training capabilities, etc., as well as your relationship with them. This will allow one to establish effective rapport in the discussion of evaluation problems.

2. Understand their perception of evaluation and supplement with new important concepts as needed.

3. Encourage a brief evaluation overview (with a reasonable input of time and money) of total program to determine evaluation priorities. Based on this overview the Director can decide on the specific aspects of his program on which to focus for evaluation.

4. Encourage a selection of a limited number of important, achievable projects.

5. _____

6. _____

7. _____

B. The State Director might suggest that procedural problems may be minimized by providing a framework in the form of a model. This model should enable the local director to gain a visual perception of the extent of congruence between expected and actual outcomes. The schematic design of the model appears on the following page.

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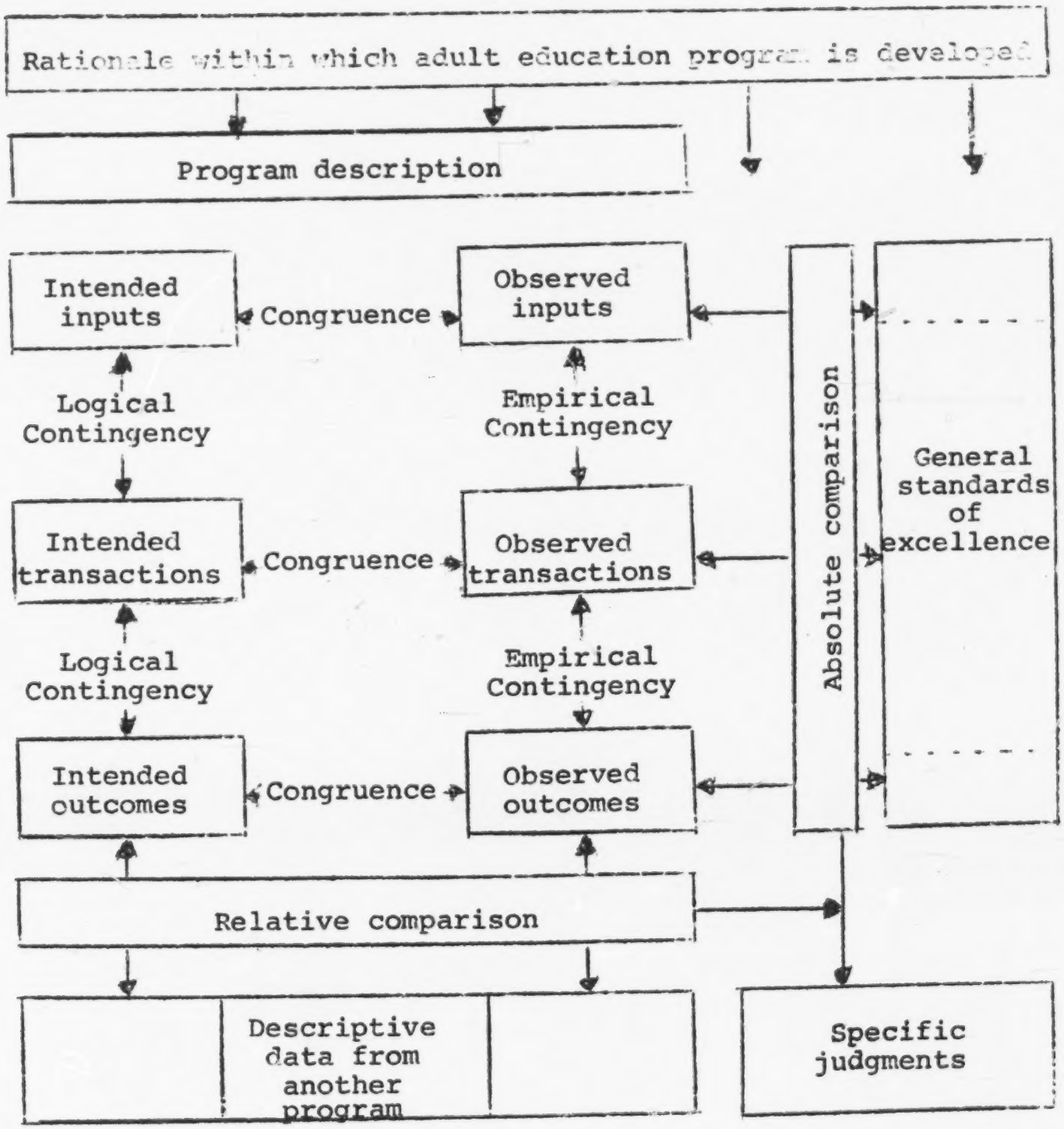
FIGURE 1

PROGRAM EVALUATION PROCESS*



*Adapted from Stake, Robert E. "The Countenance of Educational Evaluation." Teachers College. Record 68: 532-540: April, 1967.

In the following outline, under each component of the model, are listed the types and sources of information that might be collected. The ultimate value of this suggested evaluation model is that it enables the local directors to take an intraspective look at their problems and to make appropriate decisions as to where they can best invest their limited time and money to resolve their problems.

1. Illustrative problem - The major symptom was the lower rate of enrollment of new students than the director expected. This was reflected in both those who were referred to the ABE program from other agencies and those who entered the program without referral.
2. Rationale (understanding of program and community)
   a. Data, reports, surveys, etc., collected and compiled by various agencies which would assist in understanding the program and community college

b. Talk to community leaders relative to size and characteristics of target population.

c. What information is in local director's files.

3. Intended inputs (resources and people needed for the program to operate)

a. What are local director's expectations concerning enrollment? (referrals and walk-ins)

b. What do the local educational agency leaders expect?

c. What are expectations of other agencies that are concerned with undereducated?

d. _____

4. Observed inputs (people and resources that are actually acquired)

a. Records on referrals and walk-ins

b. Ideas and supportive action taken by local educational agencies

c. Requests and referrals from other agencies concerned with undereducated adults

d. _____

e. _____

5. Intended transactions (relating people and resources to make program operate)
   a. Stated and prescribed procedures for screening and placing enrollees
   b. Statement of intended promotional activities
   c. _____
   d. _____
6. Observed transactions (what actually happens in the classroom and other parts of the ABE program?)
   a. Actual operating procedures for screening and placing enrollees.
   b. Evidences of promotional and public awareness efforts
   c. _____
   d. _____
7. Intended Outcomes (expectations of what the participants will learn and what they will do with what they have learned)
   a. Stated expectations of local director and teachers that participants will be enthusiastic about program and interested in selling program to others

b. Goals and expectations expressed by enrollees when entering program

c. Statement of favorable general public image

d. _____

8. Observed outcomes (the extent to which participants are accomplishing what they want to accomplish)

a. Are ABE participants actively selling the program to others? (ask them--ask new enrollees)

b. What proportion of participants actually reached their goals and expectations?

c. What sort of public image does the ABE program actually reflect?

d. _____

9. External standards (standards that have been established by research, opinions of experts, and similar practices to use in interpreting the local experiences)

a. Comparison of local reports or findings with similar projects or programs conducted elsewhere

b. Comparison with absolute standards;

i.e., research generalizations or abstractions.

(1) Results of study comparing recruitment of blue-collar workers through mass media as compared with face-to-face contact

c. _____

10. Relationships between components

a. Congruency - Did they do what they planned to do? (Did they attract the numbers and types of participants that they anticipated? Did the instructional procedures and the recruitment procedures materialize as planned? Were those who completed the ABE program as successful and enthusiastic about the program as anticipated?)

b. Logical contingency - Does it seem reasonable that with the intended inputs, the intended transactions could produce the intended outcomes? (With the allocated time for recruitment, could the planned recruitment procedures be expected

to attract the number of participants who were anticipated?)

c. Emperical contingency - To what extent did the inputs contribute to the transaction, and the transactions to the outcomes? (To what extent did the recruitment procedures and the reputation of the program seem to actually affect the number of new enrollments?)

d. Absolute comparisons - Compare practices in our program with other similar programs or with theoretical standards to determine effectiveness of local practices.

C. An additional leadership role of the State Director is to provide direction to the local program staff in order that they might determine and modify their evolving objectives. Facets of this role may include:

1. Clearly stated objectives

a. Regarding learners - examples of objectives stated in behavioral terms

(1) ABE completers are capable of

filling out application forms.

(2) ABE completers can accurately compute interest rates on loans.

2. Roles in the process

a. Persons involved and their responsibilities

(1) ABE professional staff members

(2) Learners

(3) Other concerned agencies and people

3. Needed modification and evolving objectives

a. Periodic review and the resulting refocus of objectives

4. The use of stated objectives in the evaluation

a. As a standard of achievement

b. As a compass to chart future program directions

D. The State Director assists in the full utilization of resources related to evaluation.

1. Helping local directos to know about references on evaluation such as the following:

Following are seven useful references for further study that deal with aspects of program evaluation:

1. Bloom, Benjamin S., et. al., Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain, New York: McKay, 1955 (a rationale, with examples, for stating specific educational objectives regarding knowledge, along with illustrative evaluation questions).

2. Byrn, Darcie, et. al., Evaluation in Extension, prepared by U.S. Federal Extension Service, Division of Extension Research and Training, Topeka, Kansas: H. M. Ives, 1959, 107 pp. (a practical handbook containing illustrations and examples related to adult education).

3. Corey, Stephen M., Action Research to Improve School Practices, New York: Bureau of Publications, Teachers College, Columbia University, 1953, 161 pp. (one of the most comprehensive statements on the use of research procedures for the purpose of evaluation and program improvement).

4. Knox, Alan B., "Continuous Program Evaluation," Chapter 18 in Shaw (ed) Administration of Continuing Education NAPCAE, 1969, pp. 368-391.

5. Miller, Harry and McGuire, Christine, Evaluating Liberal Adult Education, Boston: Center for the Study of Liberal Education for Adults, 1961, 184 pp. (a rationale and illustrative evaluation approaches for four adult education areas: community participation, political affairs, the arts, ethical issues).

6. Stake, Robert E., "The Countenance of Educational Evaluation," Teachers College Record, 68: 523-540, April 1967. (a comprehensive rationale for program evaluation).

7. Stufflebeam, D. L., "Evaluation as Enlightenment for Decision Making," in Beatty (ed) Improving Educational Assessment and an Inventory of Measures of Affective Behavior, Washington: ASCD, NEA, 1969, pp. 41-73.

2. Providing annotated bibliography of ABE tests and instruments, such as those prepared by:
   a. Newark State College, New Jersey
   b. University of Colorado, Boulder, Colorado
3. Acquainting local directors with services at the state and local level
4. Lists of consultants on evaluation
5. Resource centers and clearinghouses
   a. ERIC-AE-Syracuse University
   b. NAPCAE-Washington, D.C.
   c. SWCEL-Albuquerque, New Mexico
   d. CIRCE-University of Illinois

The State Directors and other leaders who contributed to the foregoing discussion and analysis of the State Director's Role in Evaluating ABE believe that a thorough understanding of the purposes, functions and procedures of

evaluation as outlined above is an indespensable competence by those who design and manage ABE programs. Effectively done, evaluation is the key to the information most needed to modify, change or redirect resources and activities for continuous program improvement.

COORDINATION, COOPERATION, AND INTEGRATION OF EFFORTS IN ADULT BASIC EDUCATION

Group Leaders - Donald Butcher
Curtis Ulmer

There are various types of resources (human, institutional and financial) available to different agencies, groups and organizations involved in adult basic education. The efficient management of these resources by the several agencies can facilitate and enhance the attainment of their common objectives.

The following areas of concern were explored and examined by the group on Coordination, Cooperation and Integration of Efforts:

1. Develop a statement, or position paper on Coordination of ABE programs at the Federal level
2. Study and design state models for improving Coordination of Resources at the state level
3. Discuss State Legislation as it may affect coordination of ABE at the state level (especially state funding of ABE components)
4. Examine the relationship of state ABE programs to Special Projects (309)
5. Discuss the coordination of ABE activities of various groups and agencies such as (a) Business and Industry (b) Labor Unions (c) Quasi-public

agencies (YMCA, etc.) (d) Public agencies
(e) Private agencies

6. Discuss the responsibility for coordination and cooperation at the state level
7. Develop a pattern or model of coordination of promotion for all ABE programs

To investigate opportunities, needs and problems in coordination of efforts, the group members decided to undertake a National Survey, utilizing the Institute participants representing key decision makers in the various states for their sample. The following is a condensed form of the questionnaire used in the Survey.

NATIONAL SURVEY ON INTERAGENCY COORDINATION

There are various types of resources (human, institutional and financial) available to different agencies, groups and organizations that are concerned with adult basic education. The efficient management of these resources by the several agencies can facilitate and enhance the attainment of our common objectives.

Our concern is to explore the mechanisms through which the limited resources available to ABE are, or can be, more effectively utilized through interagency cooperation/coordination/integration. We would like to obtain from you some information about interagency cooperation in your home state.

In responding to the following items, you can be assured that your responses will be held in the strictest confidence.

Instructions

1. Check through the attached list of agencies and programs and add any others that exist in your home state.

2. Rank all listed agencies in terms of your present working relationship using the following scale:

A. Outstanding - relationship difficult to improve upon; Wholesome, is doing the job
B. Satisfactory - relationships are started; much yet to be accomplished; have some rough spots
C. Less than satisfactory - have no working relationship started; or are minimal at best
D. Negative - Agencies working at cross purposes; are antagonistic to development of interagency cooperation and coordination
E. NO agency or program like this exists in my home state

3. Select the five most outstanding and briefly describe the nature of these relationships, such as, why and how you feel these relationships are outstanding.

4. Of the five that were negative or less than satisfactory, briefly describe why, or how, you feel these were this way.

5. Is there an appointed agency (Commission or individual) that coordinates all ABE in your state?
_____yes _____no _____don't know

If yes, who? _____

6. Are there informal groups or agencies that are endeavoring to facilitate coordination?
_____yes _____no _____don't know

If yes, who? _____

7. Briefly describe your agency's inputs to pilot-demonstration projects funded under 309B.

8. If you have any additional comments about interagency coordination/cooperation/integration and would like to share them with our group, please respond below or indicate you would like to personally share your ideas with our group.

(NOTE: A = Outstanding; B = Staisfactory; C = Less than satisfactory; D = Negative working relationships; E = No such agency or program in home state)

AGENCY LIST

Rank	Agency	Rank	Agency
____	Title I, Elementary & Secondary Education Act	____	Medical Care Centers
____	Health Agencies	____	Veterans Administration
____	National Alliance of Businessmen-Job Opportunities in the Business Sector (JOBS)	____	Vocational Rehabilitation
____	Labor Unions	____	Vocation-Technical Education
____	Welfare Departments	____	309 Special Projects
____	Model Cities	____	Religious Institutions
____	Cuban Refugee Program	____	State Employment Offices
____	Concentrated Employment Program (CEP)	____	Work Incentive Program (WIN)
____	Comprehensive Area Manpower Planning System (CAMPS)	____	Correctional Agencies
____	Job Corps	____	Project 100,000
____	Business and Industry	____	Neighborhood Youth Corp. (NYC)
____	Operation Mainstream (OEO)	____	New Careers (OEO)
____	Community Action Agency (CAA)	____	Opportunity Industrialization Centers (OIC)
____	Bureau of Indian Affairs (BIA)	____	NAACP, Urban League
____	Migrant Education	____	YMCA, YWCA
____	Head Start	____	Other (specify)_____
____	Title VII, Bilingual Education (ESEA)	____	Other (specify)_____
____	Higher Education (2 & 4 year institutions)	____	Other (specify)_____
____	Title I, Higher Education Act	____	Other (specify)_____
____	Voluntary Organizations	____	Other (specify)_____
____	Civil Service	____	Other (specify)_____

Discussion of Survey Data:

Questionnaire Resume - Section in Agency Ranking

Thirty-five (35) agencies and or programs were identified which have components and provisions for Adult Basic Education.

A rating scale (A = outstanding; B = satisfactory; C = less than satisfactory; D = negative; E = no agency or program exists) was applied to these agencies or programs. This rating was to indicate the working relationship between the agency and the individual completing the form.

The tabulation of the 46 responses is shown below. The numbers under each column (ABCDE) represent the total individual responses to a particular category.

Agency/Programs	No. of Responses by Category A	B	C	D	E
Bureau of Indian Affairs	1	8	7	1	29
Business and Industry	8	21	12	0	5
Civil Service	1	10	23	2	10
Community Action Agency (CAA)	5	22	14	2	3
Comprehensive Area Manpower Planning System (CAMPS)	9	19	14	1	3
Concentrated Employment Program (CEP)	4	12	14	7	9
Correctional Agencies	20	16	6	0	4
Cuban Refugee Program	2	4	3	1	36
Head Start	5	23	13	3	2
Health Agencies	5	22	15	2	2
Higher Education (2 & 4 yr. inst.)	9	19	11	2	5
Job Corps	1	12	17	1	15
Labor Unions	1	19	22	2	2
Medical Care Centers	1	10	18	6	11
Migrant Education	8	11	10	1	16
Model Cities	4	22	9	2	9
NAACP, Urbans	1	12	18	5	10
National Alliance of Businessmen Job Opportunities in the Business Sector (JOBS)	3	11	19	3	10
Neighborhood Youth Corp. (NYC)	7	19	13	1	6
New Careers (OEO)	2	6	19	4	15
Operation Mainstream (OEO)	3	13	13	6	11
Opportunity Industrilization Centers (OIC)	1	6	15	4	20
Project 100,000	2	2	11	1	30
Religious Institutions	6	22	14	3	1
Special Projects	9	15	4	7	11
State Employment Offices	6	29	6	2	3
Title I, Elementary & Secondary Education Act	8	22	12	3	1
Title I, Higher Education Act	8	15	16	2	5
Title VII, Bilingual Education (ESAE)	4	10	12	3	16
Veterans Administration	7	11	19	4	5
Vocational Rehabilitation	8	23	13	1	1
Vocational-Technical Education	15	20	9	1	1
Voluntary Organizations	5	23	12	1	5
Welfare Departments	13	20	8	5	0
Work Incentive Program (WIN)	13	14	7	4	8
YMCA, YWCA	0	13	20	4	9

A. Outstanding - relationship difficult to improve upon; Wholesome, is doing the job
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7. Briefly describe your agency's inputs to pilot-demonstration projects funded under 309B.

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____	Job Corps	____	Project 100,000
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____	Community Action Agency (CAA)	____	Opportunity Industrialization Centers (OIC)
____	Bureau of Indian Affairs (BIA)	____	NAACP, Urban League
____	Migrant Education	____	YMCA, YWCA
____	Head Start	____	Other (specify)_____
____	Title VII, Bilingual Education (ESEA)	____	Other (specify)_____
____	Higher Education (2 & 4 year institutions)	____	Other (specify)_____
____	Title I, Higher Education Act	____	Other (specify)_____
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Operation Mainstream (OEO)	3	13	13	6	11
Opportunity Industrilization Centers (OIC)	1	6	15	4	20
Project 100,000	2	2	11	1	30
Religious Institutions	6	22	14	3	1
Special Projects	9	15	4	7	11
State Employment Offices	6	29	6	2	3
Title I, Elementary & Secondary Education Act	8	22	12	3	1
Title I, Higher Education Act	8	15	16	2	5
Title VII, Bilingual Education (ESAE)	4	10	12	3	16
Veterans Administration	7	11	19	4	5
Vocational Rehabilitation	8	23	13	1	1
Vocational-Technical Education	15	20	9	1	1
Voluntary Organizations	5	23	12	1	5
Welfare Departments	13	20	8	5	0
Work Incentive Program (WIN)	13	14	7	4	8
YMCA, YWCA	0	13	20	4	9

The forty-six (46) completed questionnaires provided the group with twenty-six (26) additional programs/agencies which, if located in the ABE directors geographical area, might be contacted for the purpose of facilitating cooperation/coordination of ABE activities.

Listed below are the additional agencies which were identified:

1. ARVAC
2. Bureau of Apprenticeship Training
3. Child Care Community Centers
4. Continuing Education for Women
5. Educational TV (ETV - ITV)
6. Foundations
7. Governor's Planning Office
8. Haitian Assoc.
9. High School Educ. Program (HEP)
10. Home Educ. Livelihood Program
11. Home Improvement Programs (HIP)
12. Institute for Social Research Development
13. Institutions for Emotionally Disturbed Adults
14. League of Women Voters
15. Library Programs
16. Manpower Development Corp.
17. Manpower Development Training Act Program
18. Military Bases
19. Private Schools
20. Puerto Rico Forum
21. Salvation Army
22. Seasonal Farm Workers Associations
23. Southeast Alabama Self-Help Association
24. State Narcotics Commission
25. Teacher Corps
26. University Women

I. Summary of responses to question "Select the five most outstanding cooperating agencies and briefly describe the nature of this cooperation."

Organization or Agency	Number of Responses
WIN	9
Correctional Institutions	7
Welfare Agencies	6
Volunteer Agencies	6
Business & Industry	4
Title I ESEA	4
Migrant Agencies	4
Vocational Education	3
M.D.T.	3
CAMPS	3
Title 309 Agencies	3
State Employment Office	3
Headstart	2
Vocational Rehabilitation	2
Medical Agencies	2
N.Y.C.	2

II. "Why" does cooperation exist within the agencies mentioned most frequently?

A. WIN (Work Incentive Program)

1. Funding available
2. Recognition by WIN officials that ABE staffs were able to administer and supervise the ABE component of their program.

B. Correctional Agencies

1. Changing social attitude toward inmates by penal institutions (obligations of society toward penal inmates)
2. Penal Educational activities are usually poorly funded on state or local levels. Federal funding has made new programs possible.
3. In some states, programs in correctional institutions were a quick source of programs (captive students, etc.).

C. Welfare Agencies

1. Cooperation in a few states is direct result of 1962 and 1968 Amendments to Social Security law whereby Federal Aid is available to ADC recipients.
2. Goals of both Education and Social Service Agencies are similar.
3. Welfare Agencies are in an excellent position to recruit undereducated adults.
4. W.I.N. program depends upon cooperation between Labor, Welfare and Education if it is to be successful.

D. Volunteer Agencies

1. Recruitment efforts
2. Furnish teachers, para-professionals and other workers
3. Provide tutorial assistance

E. Business and Industry

1. Provide speakers on pertinent topics
2. Provide field trips for adult students
3. Cooperation in funding of learning labs
4. Release time for employed students

Is there an appointed agency (commission or individual) that coordinates all ABE in States?

I.	State Department of Education	3
	A. State Directors of ABE	4
	B. Division of Adult Education	4
	C. Division of Instruction	2
	D. Bureau of Vocational Education	1
	Total..	14
II.	Other Agencies	
	A. State Camps Committee	?
	B. State Advisory Board	2
	Total..	4
III.	States that do not have any an appointed agency to coordinate ABE	24
	Total..	24
IV.	Total Responses to Question 5	42

V. State Departments to coordinate ABE--33%

A. Other agencies to coordinate ABE--10%
B. States do not have appointed agency--57%

VI. As you will note from the data, over half of our states do not have any type of agency to coordinate their ABE programs.

Briefly describe your agency's inputs to pilot Demonstration Projects funded under 309B.

I.	Agencies did not have any input	14
	Total..	14
II.	Agencies that had some input	
	A. Provided assistance in development of proposals	1
	B. Council includes State Director	6
	C. Consultation with projects	1
	Total..	8
III.	Agencies that had great deal of input	
	A. Assistance in Sponsorship-coordination workshops	1
	B. Helped submit final proposal	1
	C. Such good relations the ABE program funded 2nd year	1
	Total..	3

IV.	Total Responses to Question	25
V.	Agency's did not have any input	56%
	A. Agency's that had some input	32%
	B. Agency's that had great deal of input	12%

Institute participants were asked to identify those agencies where relationships were "negative or less than satisfactory"--and to describe briefly why.

It should be noted that the majority of responses indicate that relationships with other agencies is of a positive and satisfactory nature.

There were forty-eight (48) questionnaires distributed of which twenty-five (25) responded and twenty-three participants provided no response in relation to negative relationships.

The following listing shows the number of agencies where negative relationships exist.

Agency	Responses
Community Action Agencies	6
Office of Economic Opportunity	2
New Careers	2
Concentrated Employment Program	6
Work Incentive Program	2
Institutions of Higher Education	5
E.S.E.A. - Title I	2
Vocational Education	1
Model Cities	2
Special Projects (309B)	2
C.A.M.P.S.	2
Labor Union	1
Religious Organization	1
Correctional Institution	1
Welfare Department	1
Bureau of Indian Affairs	1
Operation Mainstream	2
Civil Service	2
M.D.T.A.	1
Veterans Administration	1
Head Start	1
O.I.C.	1

The generalization of attitudes expressed repeatedly was "little or no communication." Other comments were made such as: "Competition, wish to take over, politics, not in tune, no concern, difficult, no interest, doing it alone and little action."

Again it is to be noted that wholesome relations exist with most agencies in most of the states. It is expected that this report will renew efforts by the proper administrator responsible for such interagency cooperation to again try to inaugurate methods to create understanding of the adult basic education programs in their respective states.

Summary:

The group made one major assumption in looking at Coordination/Cooperation. That assumption was--Coordination/ Cooperation is a desirable and necessary activity between and among agencies and programs with either direct or indirect responsibilities in ABE and Adult Continuing Education.

In looking at Coordination/Cooperation, the group developed 7 areas which it studied in considerable depth. Group reports were developed around 3 of these areas.

It was recognized that there are various types of resources (Human-Institutional-Financial) available to facilitate ABE.

Our Problem --

How can the directors and managers of ABE identify the various agency programs for the purpose of implementation of cooperation at all levels of management and at the operational level?

Areas Reported:

1. Increased Cooperation-Coordination at the Federal level
2. Inter-agency ABE relationships
3. How can ABE resources be better coordinated

Cooperation and Coordination at the Federal Level:

Assuming that coordination of activities at the Federal level will result in improving cooperation between agencies in the various states, we should take a look at what has taken place and at the implications for the future.

I. Federal Interagency Committee on Education (H.E.W.)
This committee has been in operation for many years. It has no money as a committee nor controls any funding potential. It meets periodically but must be judged as ineffective without any future.

II. Inter-Governmental Cooperation Act - 1968
This Act allows joint funding from all agencies on various projects. Every director should be aware of the flexibility that is inherent within this Act.

III. Meeting held this year between representatives of Department of Labor, Office of Economic Opportunity, Department of Defense and Health, Education and Welfare. Out of 32 identifiable

agency programs involved in ABE, these 4 agencies account for funding of 24 programs. Although each agency feels strongly that only they can do the job in ABE, some cooperative efforts have resulted from this meeting. The Department of Labor, with a funding potential between 50-100 million dollars, held a conference and brought in some of our own ABE specialists as consultants. They recognized that teacher training was a weak point in their programs and are seeking help. Department of Defense indicates two priorities--one is performance testing and the other, teacher training. U.S.O.E. will work with them especially to watch for duplication of efforts since we have been involved with testing and teacher training from the inception of ABE.

IV. Legislators, both at the State and Federal level, seem to be more and more concerned about coordination, duplication of effort, proliferation of programs, etc. In the near future, a good possibility might be a legislative mandate for coordination.

V. President's message on welfare reform included a small section which states that welfare

mothers should receive ABE. This could be a foot in the door for all ABE directors to more closely relate to state welfare programs.

VI. Model Cities maintain a high priority in H.E.W. An H.E.W. task force (planning group) looked at the budget and found 56 million of Discretionary funds. One million was identified for use as 309B funds to serve certain Model Cities. Out of 175 Model Cities, 10 were chosen to receive between 50 thousand and 200,000 dollars. These funds will be channeled through regular 309B project proposals with the provision that the local Model City Director and the H.E.W. Regional Director must both sign off. The local public school agency must be the responsible agency. This could be considered mandated cooperation.

VII. New legislation to include high school education programs. Although funds will still be earmarked 0-8th grade as an emphasis, with additional funds for grades 9-12, our hands will be strengthened. This legislation is expected to pass within the next 30 days.* Program effectiveness on the part of the adult educators will be much easier to illustrate when it can be

*Passed into law on 4-14-70.

shown that ABE students move on through G.E.D. Since only State Departments of Education grant high school equivalency certification, this will facilitate cooperation on the part of related agencies.

VIII. March 3rd, President Nixon's message on Education from the White House to Congress The key word used was accountability. If educators can prove the effectiveness of their programs, more money will be made available. This message is as important to those in ABE as in other fields of education. More funds used effectively will illustrate to all groups that ABE people can do the job.

Although some activities have taken place at the Federal level to facilitate cooperation and/or coordination, it still remains that those agencies with the most money have the power. It is the responsibility of the State Director to use all of the resources at his disposal to do the job that needs to be done.

Steps to Better Cooperation and Coordination in ABE:

1. Identify Possible Resources
   a. Leader of agencies - staff personnel
   b. Work closely with Governor's office
   c. Know your Washington, D.C., delegates and representatives
   d. Know your Regional Program officers and OEO Directors

2. What Does ABE Have to Offer?
   a. Communicate to others the nature of your programs
   b. Tell others what you have and don't have--encourage them to communicate with you
3. Identify Common Problems
   a. Given that you have identified agency programs with ABE components, you must explore, preferably face-to-face, common problems with your colleagues in the other agencies.
   b. Staff development program evaluation-referrals-recruitment-degree of operation permitted by program regulations
4. Possible Solutions to Common Programs
   a. Develop positive attitudes toward cooperation
   b. Stake out boundaries by common agreement
   c. Legislation
   d. Identify successful solutions to problems made by others
   e. Develop two-way communication networks to other agencies
   f. Dissiminate findings of demonstration projects
   g. Enlist support of the power structure
   h Recognize your structure so that your agency is not a barrier to cooperative efforts

Unfortunately, too many of us, when called into sessions or groups which may lead to cooperation/coordination, just BLOW IN - BLOW OFF - BLOW OUT. It is hoped that in the area of cooperation/coordination adult educators are not accused of this!

THE PUBLIC IMAGE OF ADULT EDUCATION

Group Leader - Glenn Jensen

Introduction

As defined by the group working on the "Image of Adult Education," its tasks were to examine the following questions:

1. What are the specific techniques at our disposal for changing the image?
2. What is the present range of images of ABE?
3. Why should we do anything about image?
4. What are the errors we have made in ABE programming which may have created an unfavorable image?
5. What things have been done specifically to create a favorable image?
6. How does program organization relate to image?
7. Can you intentionally create a particular image? How?
8. Is not image related directly to the success experienced by the ABE participants?

As a result of group discussion, there was consensus that "image" of ABE entails knowledge and understanding about:

1. What is encompassed in ABE
2. Who is affected by its programs
   a. participants
   b. teachers
   c. supporters

3. What ABE is attempting to do
4. What the specific objectives of ABE are
5. How people become involved
6. What the content is
7. How it is supported financially

After exhausting possibilities of definition, the group turned its attention to looking at present images held by citizens across the country. Several felt that it would be helpful to get the attitudes and opinion held by other participants in the workshop about image and a sub-committee was formed to draft a questionnaire to obtain the desired information.

The following section analyzes and summarizes the findings of a National Survey on the Image of Adult Basic Education. Respondents were the participants from the various states and territories attending the National Institute on Resource Utilization and Development in Adult Basic Education.

In reviewing and describing presently held images, the following were mentioned most frequently by members of the group:

1. ABE is the Laubach method of instruction
2. ABE is only remedial
3. ABE is only for immigrants
4. ABE is a waste of Government Funds

5. ABE is prevocational educational
6. ABE is getting a high school equivalency certificate
7. ABE is only for those not working
8. ABE is only for Blacks
9. ABE is only for the aliens
10. ABE is only for poor people
11. ABE is only for old people
12. ABE is OEO
13. ABE is only something that enables many adults to continue their education
14. ABE is open door for people who want to learn
15. ABE is a way to improve your economic capabilities
16. ABE is elementary education for adults
17. ABE is a way to get an immediate education
18. ABE helps a person to live a healthier, happier and more beautiful life
19. ABE is primarily a program pushed by industry

Perceptions of the Image of Adult Basic Education

Participants were asked to indicate what they felt the image of ABE might be. Sixteen of 45 respondents replied that the statement which most nearly described their perceptions was, "ABE is an open door for people who want to learn." Ranked second was the statement, "ABE is elementary education for adults." The statement

"ABE is a way to improve your economic capabilities," was ranked third.

In responding to the question of "Which statement listed below least describes your perceptions of ABE, the respondents replied in the following order:

1. ABE is a waste of government funds
2. ABE is only remedial
3. ABE is only for old people

The third part of this "image" question dealt with the public's perception of ABE and asked, "Which statement listed below best describes the general public's perception of ABE." Participants ranked these statements in the following order:

1. ABE is only remedial
2. ABE is only for poor people
3. ABE is only for those not working

In an attempt to determine what the participants thought the image of ABE should be, each was asked to write a paragraph explaining his perceptions. Results of this question seemed to fall into three main categories: (1) Education which will enable a person to be a better human being (personal growth), (2) Education which will help the adult to better function as a member of society (social growth), (3) Education which not only helps the

adult to be a better citizen but also prepares him for economic responsibility. The great majority of respondents indicated that the "personal" goal or image was their first choice. The second choice, but far behind was number (3), the all encompassing goal and third choice was the social growth objective.

Interpreting ABE to the Public

Realizing that all participants had considerable experience in attempting to interpret ABE programs to the public, each was asked to list the three most effective techniques he had employed. Eight areas emerged as significant ones in the minds of the respondents. The technique mentioned most frequently was that dealing with "personal approach." This was explained in a variety of ways, but always involved the personal touch, either through the use of the telephone, calling on the participant, or a personal note. The technique next most often found to be effective was that pertaining to the employment of the mass media. In this case television, radio, newspapers, and other printed media were mentioned most frequently. Other techniques mentioned, following those described above appeared in this order: student promotion, home visitations, good programs, student testimonials and directed public promotion campaigns, utilizing a variety of techniques.

Improving the Image of ABE

The final question asked was, "If you had all of the resources you desired at your disposal, what one thing would you do in your state to improve the image of adult basic education?" In response, six participants indicated that professional staff development would receive first attention, five said that the community school concept would get priority, and the remainder spread their answers over a wide range of choices suggesting such things as TV documentaries, mobile learning centers, paying adults to go to school, and making serious legislative commitments.

Without treating the data statistically, it is apparent on the surface that what the respondents said was the least favorable image that could be held of ABE was almost precisely what they felt the general public thought about the program. If indeed the public sees ABE as we think it does, then the techniques which should be employed to change that image must incorporate considerable more imagination and clout than those presently employed. In fact, we may have some specific guidelines here for future promotional campaigns.

By giving priority to the "personal growth" image the respondents seemed to be saying that ABE participants

were really seeking something more than reading, writing and arithmetic and that as adult educators we had a responsibility to "get with it."

Members of the group were surprised to find little mention of the use of community groups or agencies in promoting the image of ABE. Although there were some hints at new and different approaches to publicizing ABE, there were no bold attempts to explore the role of radical groups, demonstrations, public gatherings, marches, teach-ins or computerized programs to promote the cause.

In improving the image of ABE it was apparent that the State Directors were much concerned with improving the competencies of ABE teachers in that "professional staff development" was most frequently mentioned. The idea of the "Community School" emerged here as well, and there is some indication that administrators are going to more fully explore the advantages of this concept.

It may be said that what we think ABE should be is not anything like what it is or what the public thinks it is. To improve the present image, we must give great attention to professional staff development while continuing to make the most of a personal appeal to prospective students, legislators, school administrators and the general public.

Ideas about Improving the Image of ABE--
Results of a Brainstorming Session

Following the examination of the results of the questionnaire relative to image, members of the group were convinced that there were some things we should be doing to promote an image which are not now being considered. In an attempt to get at these in a non-threatening way as quickly as possible, the group members agreed to brainstorm the problem. Although the results of this session were not screened, the ideas recorded may have some inspiration for someone, somewhere. They are:

1. We should begin now to develop a regional system of "Lighthouse Schools" to implement novel ABE practices and ideas.

2. We should ask the League of Women Voters to initiate a nationwide promotion campaign for ABE, developed around the concept of "citizenship."

3. School boards should initiate a free regional placement service for all ABE students desiring a new job.

4. Newspaper editors should be asked to incorporate into all daily and weekly publications regular cartoons designed to help adults read and perform interesting arithmetical skills.

5. We should immediately arrange for "instant" family education programs through local employment agencies for each family intending to move.

6. Church leaders should be encouraged to conduct "socialization" classes after each formal service.

7. NABS must be persuaded to provide sizeable funds for local ABE programs.

8. The National Association of Broadcasters and Television personnel must become a part of ABE by promoting and developing situational concepts for related learning involving such shows as Hogan's Heroes, The Bill Cosby Show, As the World Turns, etc.

9. A total community agency effort must be made to promote ABE through public relations programs geared to adult interests.

10. The Salvation Army should serve as a recruitment agency for ABE.

11. Civic and fraternal clubs in every city should provide scholarships for any adults who want to continue their education.

12. Church leaders should use the Bible as a basic reading text for adults.

Suggestions for Putting New Ideas into Action

As a result of follow-up discussions with selected consultants, the following recommendations were developed for improving the image of ABE:

1. State plans should be restructured to incorporate imagination and innovation into them so that we might eliminate local political restrictions, provide flexibility in programming, and terminate the practice of returning funds to the U.S. Office.

2. Construct a system of accountability in ABE to provide for a measurement of achievement, a measurement of attitude change and a detection of change in behavior toward people.

3. Adult educators must seek to professionalize the concepts of ABE by providing for new leadership, supporting the concept of continuing education and establishing a clientele.

4. A national image of adult education lacks identification. A host of agencies and institutions cloud the picture. To correct the situation, a concerted effort must be made by adult educators to provide national guidelines consistent with the philosophy and goals of ABE leading to the conceptualization of a "national plan."

5. Some attempt must be made on the state level to systematize the progress already made in the primary areas of ABE to insure that these advances are not neglected and overlooked.

6. There must be a serious effort made to regionalize the efforts on behalf of ABE so that research, interagency cooperation and public interest in the program is maintained at a high level. Members of this group indicated that University resources and community agencies are now being utilized at only a fraction of their potential.

7. A state-wide public relations program should be inaugurated now which contains a modicum of originality and imagination and one which will provide for ABE a semblance of the credit it so much deserves. Such a program must involve those who are expert in the field such as publishers, advertising executives, radio and TV managers as well as cowboys who have left the range for the good life and wayward women who have seen the light.

Conditions Which Underlie Image

1. An atmosphere must be created wherein the prospective ABE student knows where to seek help.

2. A viable and realistic structure must exist locally in which inter-agency participation and cooperation in all forms of adult education is encouraged and nurtured.

3. A system of joint publicity of adult education programs must be developed by representatives of those agencies involved.

4. The story of adult education must be told in exciting and interesting terms rather than in professional jargon.

5. We must stop telling any who will listen how cheaply we can provide adult education programs, and instead take every opportunity to explain the return which follows the investment.

6. Stop speaking of adult education as "going back to school", as "classes", or as "pupils," but speak rather about the program in terms of learning centers, learning experiences and participants.

7. Generate the concept, held by many adult teachers, that the more we help fill the other person's bucket the fuller ours becomes.

8. Considerable thought and planning should be given to orientation programs for teachers. These programs should contain great emphasis upon the philosophy and goals of adult education.

9. Teachers and administrators in adult education should try at least one new experiment every six months and, in turn, let the National Institute for Education know of the experiment and what the results may have been.

10. Adult educators must make a determined effort to discover what's happening as a result of programming and announce it to the world.

Recommended Procedures for Changing Image

1. The entire group of participants should examine and perhaps decide upon what image of ABE they could support for the immediate future. It was not the feeling that there must be consensus but rather that it should be an image with which we can live.

2. We must recognize that as a group of professionals we haven't done all that we might for image promotion and there seems to be considerable evidence to indicate that we must make some radical changes in our endeavors.

3. We must make a more determined effort to find out more precisely from the ABE student what he thinks he needs rather than prescribing everything for him.

4. We should get together on a regional basis ABE students, administrators, teachers, teacher aides and other interested citizens in a knock-down, drag out, mud, blood and beer discussion of where we are going, how we plan to get there and what we are going to do after we arrive.

5. The balance of the conference, as far as this group is concerned, may best be spent in studying and developing some unique techniques and procedures for improving the image of ABE. We have the capability and the time seems appropriate.

Force Field Analysis of Adult Education Nationally (1970)

Driving Forces	Restraining Forces
The Student Himself	Ourselves
WIN Recruitment Efforts	Restricting Legislation
Increased State Financial Support	Conflicting Agency Goals
National Conferences on Adult Education	Lack of Professional Training
Increased Public Awareness of Adult Education	Political Impasse
Entrance of Federal Government into Adult Education	Lack of Agreement about Terms
Civil Rights Thrust	Lack of Trained Adult Education Personnel
Urban Decay and Social Reform	Untimely Funding of Programs
Education Technologies	Poor Programs
Support by News Media	Insufficient Number of Programs
Leadership From State Departments	Apathy of Public School Administrators
Public Acceptance	Lack of Consistent Information System
Growth of Adult Education as a Profession	Bureaucratic Education Organization
Congressional Support	Lack of Adult Education and Dissemination

The primary purpose for examining the driving and restraining forces of adult education is to enable us to build upon our strengths and to correct our weaknesses. We must allow ourselves the luxury of looking to the future and proposing an adult education program that is not only consistent with democratic goals but supportive as well. We are on the threshold of an era in education in which adults can devise for themselves an exciting and relevant program or perpetuate one which has now served its purpose. For us, the latter is not acceptable and we are indebted to the FSU staff for the privilege of having the opportunity of exploring and contemplating the new adult education we anticipate for the future.

A Comprehensive Adult Education for All Citizens

We fully realize that attempts have been made to present a model adult education program for all citizens, but that these models have generally been rejected by those in the field because of certain impracticalities. For this reason it was decided to outline some rather specific recommendations which members of the group felt should be incorporated into any model and hope that, as a result of the efforts of the entire group of Institute participants, a model may emerge. The following suggestions were made in line with this procedure:

1. Adult educators should move toward an individualized learning concept in adult education and away from the formal classroom concept. Such a movement would permit the fuller utilization of self-pacing materials, differential programming, diagnostic-prescriptive teaching and self directed learning.
2. Not only should adult education programs be planned and developed upon the participant's needs, but the participants also must be fully involved in the determination of those needs and resulting programs.
3. The new adult education program must have a system of contracts built into it which will enable the adult to announce his decisions and then move in the direction of fulfillment.
4. A community center based guidance and counselling program should be made available for all adults involved in educational programs.
5. A combination of agencies such as AEA, NAPCAEA, IRA and others must provide the leadership on a national level for the development of curriculum in adult education.
6. A national center for education with particular reference to research, curriculum development and evaluation in adult education should be established.

7. Active involvement of state accreditation personnel must be sought in planning and evaluating adult education programs in the hope that a diploma or similar contrivance may be awarded for demonstrated competencies rather than for the completion of Carnegie units.
8. The new adult education curriculum must combine a number of approaches to learning, including work study, correspondence study, advanced standing examinations, demonstrations and self-directed approaches.
9. The National Council of State Directors of Adult Education should develop a hard hitting position paper on the philosophy and goals of adult education together with recommendations for accomplishing those goals. This paper should then be submitted to national, regional and state associations of adult education, as well as agencies with related interests, for their review and endorsement.
10. All State Directors should concentrate upon the development of a comprehensive state adult education program involving all segments of adult education with provisions for funding arising through a single agency.

11. The concept of regional training centers should be explored with colleges and universities in the hope of expanding significantly the number of professionally trained teachers and administrators for adult education.

Questionnaire

To: Institute Participants

Topic: Resources for Program Promotion and Implementation

To assist our group in preparing its report, it would be appreciated if you would furnish us the following information:

1. Write the 3 numbers of the items below which (If you use item 20, "other", please describe here.):

   a. MOST nearly describe YOUR preceptions of ABE.
      (1)_____ (2)_____ (3)_____
   b. LEAST describe YOUR perceptions of ABE.
      (1)_____ (2)_____ (3)_____
   c. BEST describe the general public's perceptions of ABE.
      (1)_____ (2)_____ (3)_____

1. ABE is the Laubach method of instruction
2. ABE is only remedial
3. ABE is only for immigrants
4. ABE is a waste of Government Funds
5. ABE is prevocational educational
6. ABE is getting a high school equivalency certificate
7. ABE is only for those not working
8. ABE is only for Blacks
9. ABE is only for the aliens
10. ABE is only for poor people
11. ABE is only for old people
12. ABE is a part of OEG
13. ABE is something that enables many adults to continue their education
14. ABE is an open door for people who want to learn
15. ABE is a way to improve your economic capabilities
16. ABE is elementary education for adults
17. ABE is a way to get an immediate education
18. ABE helps a person to live a healthier, happier and more beautiful life
19. ABE is primarily a program pushed by industry
20. ABE is something other than given above (PLEASE SPECIFY OR DESCRIBE BELOW):

2. In a short paragraph describe what you believe the image of an ABE Program should be.

3. List the 3 techniques which you have found to be most effective in interpreting the ABE program to the public.

4. If you had all of the resources at your disposal that you desired, what ONE thing would you do in your State to improve the image of Adult Basic Education?

RESOURCES FOR STAFF DEVELOPMENT IN ADULT BASIC EDUCATION

Leader - Burton Krietlow

Introduction

Meeting the educational needs of a previously ignored client group requires preparation of new or the re-education of previously prepared teachers, counselors, supervisors, administrators and other professional or para-professional support staff. Beginning the program for low literacy disadvantaged with "instant" federal money left much of the pre-service preparation by the wayside and depended largely on in-service preparation or re-education (retreading) programs.

Six years of crisis programming has led to a recognition of need for greater education inputs at both the pre-service and in-service level. Summer workshops and local system in-service programs have met many of the emergency needs. Today a broad, long-term approach is needed. Basic education for more than a small proportion of the undereducated will not be accomplished by short term, part-time, non-career minded personnel. Federally funded summer workshops approved on the basis of inflexible guidelines cannot be relied on to meet more than the initial "tooling up" operation. It is from this recognition that this committee proposes a variety of program potentials to resolve the long term problem.

Rationale

The institutions, from which the urgency for staff development comes, must respond to the needs for program development and build the resources for that development. Each of the three operational fields -- local districts, state departments of education and institutions of higher learning -- have their own re-education needs as well as responsibilities to be involved in the staff development of their cohorts. Each of these operational fields has a second responsibility not detailed in this report. It is that of redevelopment of the community so that its resources are used in ways that are more conducive to the growth of all human potential. To increase literacy without increasing society's ability to integrate the new literate into positive and productive channels may lead to a human sacrifice far greater than that produced by illiteracy itself.

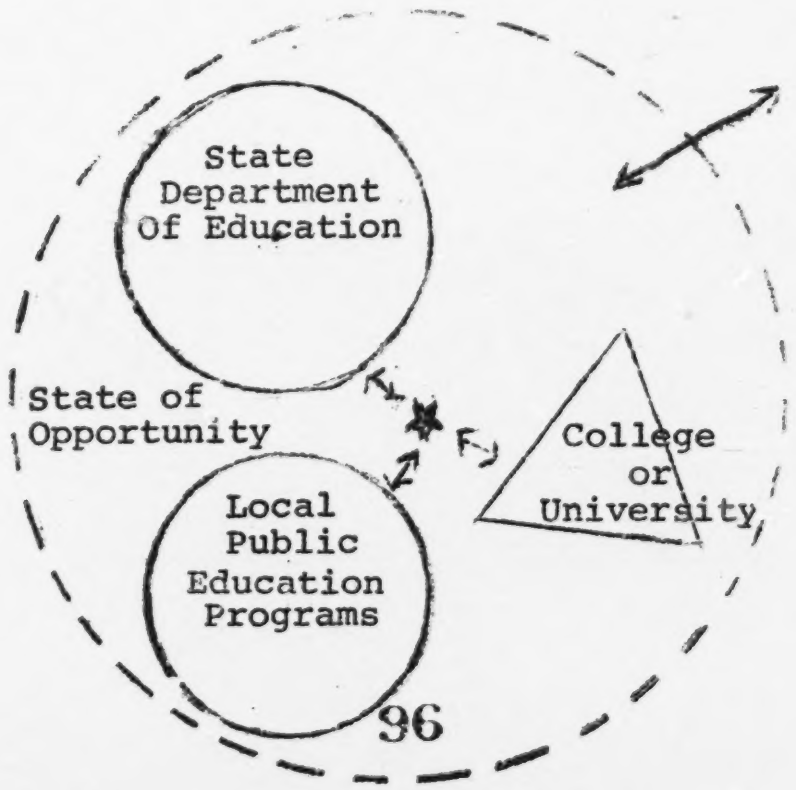

Figure 1 -- ABE Staff Development Process Model

This committee recognizes the essential role of defining and describing the staff development process. The model in Figure 1 is used to clarify this process. The large dashed circle represents the boundaries of each state. Within every state the majority of the leadership and resources for ABE staff development comes from the state department of education, from local public educational programs represented by circles and from the colleges or universities represented by a triangle (symbolizing the three functions of teaching, research, and community service). Each of these educational agencies includes and supports an ABE element, the large solid dots in each symbol. In order to facilitate maximum development of the necessary competencies for viable ABE programs, these agencies and especially their ABE components engage in dialogue and share in activities which renew commitment, identify human and material resources, and develop the leadership potential for the ongoing ABE programs. This dialogue and sharing are represented by the two directional arrows --two directional to emphasize the need for exchange of roles and feedback. The interaction of these agencies becomes the locus of all staff development activities (the star). The remaining model element, the two directional arrow extending outside the circle, identifies the communication activities of state agencies with regional and national resources.

This model can be viewed as a sapiential authority* model. Assuming the staff development objective is to maximize the effectiveness of each staff development activity in a state, the most competent human resources and best facilities which fit the stated objectives should be engaged in the development process. This model supports sapiential authority in that it emphasizes communication and cooperation between agencies in order to identify and utilize the most competent people and best facilities.

With this model as a backdrop, several different staff development activities are now presented. The activities are offered for trial at the state or regional level. Ideally, each activity will suggest possible new and/or improved staff development ideas and should be used as a guide rather than a strict pattern for new programs.

Recruitment

Staff development begins with staff members as they are. What they are in ABE programs depends on the criteria used in their selection. Recruiting appropriate staff for any of the ABE positions is an important first step ir delivering a sound and effective program to the students.

There are certain basic characteristics of potential staff that should be considered before employment.

*Sapiential authority -- authority ascribed to an individual or group which grows out of competence for the task at hand.

Do the applicants for positions have an understanding of and a positive regard for the disadvantaged? Are they knowledgeable about their tasks, whether teacher aide or administrator? Is their life style such that they are moving toward "full-humanness"?

It may be possible to do some teaching in ABE with a limited understanding of the disadvantaged, but the gamble in losing the students who volunteer to learn is too great to retain that limitation very long. Developing an understanding of the disadvantaged must be one of the priority inputs in both pre-service and orientation programs and it should be an input for all personnel from the para-professional to the staff development specialist.

The search for staff knowledgeable in the basic skills and in how to teach the basic skills is critical. This knowledge may have been developed in formal study, in an internship, or in related experience as a teacher of children and youth or in experience in a related occupation. Knowledge about teaching and skills in teaching is another priority input in programs for developing staff competency.

With the above knowledge of the disadvantaged and skill in teaching, prospects for ABE positions will not be successful unless they are concerned, understanding, and empathetic. In addition, teaching ABE requires dedicated human beings. Maslow suggests the term "full

humanness" or "self actualizing" to describe the characteristics of those types of persons. Persons moving toward "full humanness" are ones who wish to and can relate to those in culturally different groups within their society.

It is not a difficult task to demonstrate that education and economics are two of the basic problem areas of the disadvantaged. The structure of our stystem prevents active economic participation unless a certain educational level is attained. The recruitment of the disadvantaged into ABE programs has been adequately defined as a major problem, however, the retention of the participants in ABE programs has been identified as being a problem of enormous proportions.

In the opinion of the committee, ABE instructors play a vital role in the successful management of any ABE program, hence particular care and concern must be given to the recruitment and selection techniques for ABE instructors.

The following points were identified as having specific influences on the total ABE program because they make recruiting more difficult:

1. The general image of ABE State Units has been and continues to be mediocre. This has occurred because ABE officials have lacked both the funding and imaginative and innovative ideas necessary to successfully sell ABE programs.

Because of the image problem, all levels of society have failed to properly understand and appreciate ABE; therefore, both potential ABE professionals and ABE participants are similarly affected.

2. Limited educational training programs for ABE staff.
3. A human apathy toward the disadvantaged that appears to be normal in U.S. society
4. Unwillingness of teachers to change from one level of instruction to another
5. Part-time nature of ABE jobs
6. Professional certification requirement

The following specific criteria for recruitment were suggested as being useful in staff selection. The applicant should have:

1. Proper understanding and conceptionalization of the ABE Program.
2. Proper understanding of the disadvantaged individual.
3. An ethnic sensitivity.
4. The knowledge of the adult as a learner.
5. The knowledge of the culture of which the staff person is to work.
6. An adequate knowledge of subject matter.

7. A teaching and/or internship experience.
8. An above average personality and skills of communication.

Alternative Plans for Staff Development

The following pages include outline summaries of 15 proposals designed to upgrade the staff in Adult Basic Education. A common format is used for each and the reader is advised to choose plans from among those listed that are most promising for his school, state, region, or college. Plans 1 through 6 focus primarily on local school level opportunities, 7 through 9 on state level, plans 10 and 11 are regional in scope, and 12 through 15 are college or university oriented.

Following the presentation of the forementioned 15 plans is a description of a "Professional Development Plan for Adult Educators" which was prepared for the Institute under the leadership of the National Association for Public Continuing and Adult Education. It is highly recommended that all of the following plans be seriously studied by those who would promote, plan or conduct staff development programs in adult basic education.

Plan I -- Orientation Program for Newly Appointed School District Adult Education Directors and/or Coordinators

A. Program Need: The orientation of new personnel, who have limited preparation and experience in administering such programs, appointed by local school boards to direct adult education programs.

B. Objectives:

1. General:

a. To provide an orientation for new local adult education directors and/or coordinators to enable them to assume the responsibilities of their new positions with a minimum background and understanding of the State and local requirements and objectives of the program.

2. Program:

a. To develop an understanding of Federal and State laws, regulations and policies

b. To develop an understanding of Federal, State and local organizational structure

c. To develop an understanding of Federal, State and local financing of programs

d. To develop an understanding of Federal and State reporting procedures

e. To develop an understanding of resources available through Department of Education and other State Agencies and universities

f. To develop an understanding of formation and utilization of Advisory Committees

C. Assumptions:

1. Most new local directors and/or coordinators of adult education have little or no training and experience in administering programs.
2. New local administrators could benefit from a program developed by a Department of Education staff utilizing both the State staff members and other resource personnel to provide them with a short and well organized orientation program.

D. Means:

1. Establish an orientation program of 30 hours duration beginning on Monday and ending on Friday.
2. The frequeccy and number of orientation programs will be determined by the Department of Education.
3. The travel and per diem during orientation programs will be financed through Federal, State and local funds.
4. The staff will be provided by the State Department of Education, universities and other public agencies.
5. Bulletins and other resource materials will be provided by appropriate agencies.
6. There will be follow-up consultant services from Departments of Education, universities and other State agencies.

E. Advantages:

1. Soon after their appointment new local directors and/or coordinators are provided the opportunity to receive basic information concerning the program.
2. They will have an opportunity to learn their responsibilities in organizing and administering local programs.
3. They will have contact with the resources available to assist them.

Plan 2 -- A Trial Teaching Experience Before Employment

A. Program Need: To give a teacher about to be employed a trial experience in the ABE classroom.

B. Objectives:

1. General:
   a. To provide a trial teaching experience for inexperienced teachers tentatively selected for teaching classes of adults
2. Program:
   a. To develop good teaching techniques in working with adults
   b. To determine the ability of teachers to work effectively with adult students
   c. To provide the teacher with effective supervision in the classroom

d. To familiarize the teacher with the structure of the program, rules, and regulations

e. To familiarize the teacher with forms and reports required in the program

f. To involve the teacher in local teacher conferences and meetings

C. Assumptions:

1. Most new teachers have little or no training and experience in teaching adults.

2. New teachers could benefit from a trial experience under a master teacher before entering the classroom alone.

3. The new teachers would have the opportunity to see how they relate to adult students in the classroom.

4. Adult students would be available for classroom experience.

E. Advantages:

1. New teachers will have experience prior to entering the classroom alone.

2. The new teachers will have an opportunity to decide if they want to and are capable of teaching adults.

3. The local school officials can evaluate the effectiveness of the teacher.

Plan 3 -- Observation of a Professionally Run ABE Program

A. Program Need -- Provide a model of effective ABE teaching for the prospective and the practicing teacher

B. Objectives:

1. General:

a. To improve classroom instruction

2. Program:

a. To provide a source of effective teaching techniques

b. To gain an understanding of useful ABE instructional materials

c. To better understand the relationship of teachers and learners at different ability levels

d. To show how interpersonal relationships affect instruction

C. Assumptions:

1. Observation is a valid technique for improving instruction.

2. There are teachers worthy of observation

3. Provisions can be made to free teachers for this visitation.

D. Means:

1. Sufficient funding to provide substitutes for teachers who will visit the classrooms

2. Pre and post observation conferences
3. Cooperation among different school systems
4. Make learning laboratories available for visits prior to the observation

E. Advantages:

1. It will improve both the observer and the ones being observed
2. It is not a highly structured technique
3. It provides an incentive system to improve the instructional program
4. It enlarges the scope of the teacher toward the ABE program

Plan 4 -- Develop Support Staff Flexibility as a Means of Freeing Up the Learning Process

A. Need:

The custodial and maintenance staff should know more about ABE for better student learning.

B. Objective:

1. General:
   a. To enlist the aid of all supporting groups within the ABE system
2. Program:
   a. To aid the support staff in being supportive to ABE students
   b. To make the physical plant conducive to adult learning

C. Assumption:

1. Custodial staff members do not know teaching procedures of ABE.
2. The action and attitudes of the custodian can affect the learning process in ABE classes.
3. The school district will provide money for ABE classes.

D. Means:

1. Hire capable people for custodial service who are willing to learn about the ABE program
2. Pay for extra duties of custodians because of ABE classes
3. Hold informal conferences with administrator and custodial staff (also with ABE supervisor and ABE teacher).

E. Advantages:

1. Better relations between custodial staff and ABE teacher will be developed
2. Custodians will develop a more positive attitude toward ABE students

Plan 5 -- A Materials Kit for the ABE Teacher

A. Needs:

To develop a handy source of useful materials for the ABE staff.

B. Objectives:

1. General:

a. To develop a kit of materials that could be used to improve the ABE competences of experienced and inexperienced staff.

2. Program:

a. To develop teacher competences in the use of materials.

b. To provide teachers with an understanding of and an empathy for the disadvantaged.

c. To provide the new teacher with the security to meet the first class.

d. To provide teachers with an understanding of what others have done.

e. To help teachers understand the difference between teaching children and teaching adults.

C. Assumption:

1. That there is some material on all levels that could be assembled in a kit.

2. Teachers would use materials that they can carry home with them.

3. There are funds available for development and distribution of these kits.

4. Teachers want materials that are designed to meet practical teaching needs.

D. Means:

1. Develop a kit of books, pamphlets, check sheets, films, tapes and records that could be packaged for new ABE teachers, and an advanced kit for experienced ABE teachers; also a kit for the different subject areas (Reading, Math, etc.).
2. Search out available materials for ABE teachers.
3. Provide materials that are easy to read and acceptable.
4. Provide materials to meet the individual needs of the teacher.
5. Develop new materials for these kits when previously prepared materials are not available.
6. Determine the needs of the teachers and provide materials in relation to these needs.
7. Make the kit available to the entire staff.

E. Advantages:

1. New teachers would have helpful material at the time they are employed.
2. The material would be convenient for use by the teacher.
3. The use of the materials would be flexible and could be moved from place to place easily.

Plan 6 -- Development of Local Superintendent Commitment to ABE

A. Needs:

A total commitment of local superintendents to the ABE programs

B. Objectives:

1. General:

a. To inform the superintendents of the ABE program

2. Program:

a. To help the superintendents understand ABE philosophy and its goals

b. To emphasize the characteristics needed for ABE teachers

c. To acquaint the superintendents with the target population and its needs

d. To emphasize the scope, quality, effectiveness and weaknesses of our present program

e. To clarify the outcomes of research and evaluation data

f. To demonstrate methods of recruitment

g. To develop a perception of the ABE curriculum

h. To develop an understanding of the financial conditions and needs of the ABE program

C. Assumption:

1. Superintendents are not totally committed
2. Superintendents can influence the program
3. Superintendents want to be informed

D. Means:

1. Workshops for the superintendents
2. Newsletters to superintendents
3. College courses in ABE or units of courses taken by superintendents who are working for advance degrees
4. Observation of ABE classes by superintendents
5. Individual conferences between ABE supervisor and superintendents

E. Advantages:

1. This will bring about a better understanding of the ABE program by the most important person in the system

Plan 7 -- Workshop for State Department of Education Personnel

A. Program Need:

The State Department of Education staff should be knowledgeable about the ABE program.

B. Objective:

1. General:

a. To stimulate the State Department of Education personnel in the ABE program by using their services in local programs

2. Program:

   a. Develop a program in which resource people from the State Department of Education can contribute

   b. Provide a public relations setting for the ABE program

   c. Provide the motivation for State Department personnel to learn more about ABE

C. Assumptions:

   1. State Department of Education members have a limited awareness of the ABE program

   2. The services of State Department of Education staff members will be useful if they do attend a workshop or meeting on ABE

   3. The State Department Division Heads will put their stamp of approval on participation in these meetings

D. Means:

   1. Use State Department staff as resource agents in in-service instruction

   2. Provide a basis for obtaining subject matter content for the A BE teacher in an in-service program

   3. ABE supervisors visit intra-staff meetings of State Department of Education explaining the ABE program

4. Invite 3 or 4 people from different divisions of the State Department of Education to a conference with ABE staff

E. Advantages:

1. Better relations between State Department of Education staff members
2. State Department staff members will have a better understanding of ABE

Plan 8 -- Adult Education Certification Which Leads to Increased Increments in Salary

A. Program Need: To increase professionalism among ABE teachers

B. Objective:

1. General:

a. To bring about professionalism by better trained teachers

2. Program:

a. To encourage teachers to take more college courses in ABE

b. To encourage the better teacher to remain in ABE

c. To improve the image of the ABE teacher

d. To improve the instructional program of ABE

C. Assumptions:

1. That colleges will provide the necessary courses in ABE
2. That State Departments of Education will add the endorsement of ABE to the certificate
3. That more training will make more effective teachers in ABE
4. That additional funds will be provided to make ABE an attractive area in which to teach

D. Means:

1. Provide higher salaries for teachers certified in ABE
2. Employment Standards will give high priority for those certified. (A state may require from six to twelve credits for endorsement)
3. College courses will be provided in ABE
4. Stipends will be used to encourage teachers to take courses in ABE

E. Advantages:

1. The program will give status to ABE teacher.
2. The program will have criteria by which a prospective ABE teacher can be judged
3. The program will give more stability to the ABE profession
4. The program will help develop the body of knowledge of ABE

Plan 9 -- Regional Demonstration Centers

This project is designed to develop regional demonstration centers within a state. This center would have available materials which are used in the ABE classroom, professional reading materials, programmed teacher kits, and materials developed in local systems. Each center could develop one package of especially unique materials, such as materials for the Indian, the Spanish-speaking, etc.

The center may have a video tape TV system where teachers may view professional lectures, teacher prepared tapes, and programs developed for students.

A. Program Need:

This program would be based on the fact that there is a need for more effective education of all ABE personnel. Two prime needs emerge from this generalization. One, pre-service education for the undergraduate, graduate and para-professional levels; two, in-service education for regularly employed full or part-time teachers.

B. Objectives:

1. General:

a. To improve the professional expertise of ABE personnel

b. To provide educational opportunities for all ABE staff members

2. Program:

a. To increase the knowledge of all ABE

staff members of the materials available to use in the classroom

b. To increase the knowledge of all ABE staff of the adult as a learner

c. To provide a base for developing pre- and in-service education for all ABE staffs

d. To provide a base for independent undergraduate and graduate study

e. To more effectively relate field practice with University study in ABE

f. To provide materials which are unique to specific locations within a state

C. Assumptions:

1. Present ABE personnel are not adequately prepared to supervise, and teach and work effectively with the disadvantaged adult.

2. A teacher's expertise will be improved by contact with the resource center.

3. The regional center concept will be used by agencies providing undergraduate, graduate and in-service education.

D. Means:

1. Establish regional demonstration centers.

2. Establish two types of centers, one for highly urban locations, and a second one for sparsely populated rural areas. The second

would be a mobile center (traveling bus).

3. Develop regional in-service education activities in relation to the centers.
4. Develop a means for the University and professional regional staff to cooperate in developing an undergraduate and graduate internship.
5. Develop within the center a program for the education of the instructional aide.

D. Advantages:

1. There is the opportunity for prospective and practicing teachers to explore materials on an independent study basis.
2. There will be an opportunity for the Universities and local school systems to cooperatively plan education programs for ABE staff.

Plan 10 -- Association Sponsored Staff Development for Adult Education

A. Program Need:

An educational program which would utilize the unique resources and competance of the Professional Associations both nationally and State wide.

B. Objectives:

1. General:

To provide in-service education programs for all levels of Adult Educators that would tend to upgrade the profession both in competencies and as a profession bringing Adult Education more to the forefront

2. Program:

   a. To provide an area for staff development on a short term workshop or Institute level concerning specific problems unique to the state or regional group

   b. To provide additional service to the membership of such associations on a level which will encourage professionalism in Adult Education and thus provide local and state administrators a more readily available supply of staff

C. Assumptions:

   1. That the Professional Associations have both the desire and the competencies to conduct such a program.

D. Means:

   1. Through the Cooperation of the associations, local and state education divisions, the professional association would conduct short term workshops or institutes on a regular basis. Such workshops and institutes would be designed to deal with specific problems of

local and state administration at all levels and do so within the structure of the association as an added service.

2. Such workshops and/or Institutes are to be arranged on both a state wide and area basis providing accessability to all members.
3. Results of and any papers written by participants in such institutes or workshops would be published in the association news letter making available information or ideas developed to the total membership, state & local administrators and state and local government officials.

E. Advantages:

1. The utilization of a resource that has not been tapped in a way to provide training on a level not available through any other means. Education staff and local administration provide both practical experience and course work.
2. Workshops and/or institutes conducted through the professional association could well reflect the needs and desire of the General membership as opposed to the state and local administration providing opportunities for teachers and para-professionals to identify their desire and concern.

Plan 11 -- Regional Program to Develop Competencies of New State Staff

A. Program Needs:

To increase the competencies of all state ABE personnel within a region based on the common problems (geographic, social and cultural) using the resources available including the leadership resting in the universities

B. Objectives:

1. General:

a. Increase the competencies of the university staff as teacher trainers

b. Increase the competencies of the personnel at the state level

c. Increase the competencies of the ABE local staff

2. Specific:

These objectives should be determined by personnel in the individual regions. An example would be:

a. To understand the administration and program basis of related ABE agencies (Manpower, O.I.C., etc.)

b. To develop an understanding of disadvantaged adults

C. Assumptions:

1. State staff and University personnel are willing to participate in such an educational program.
2. Through increasing the competencies of the state staff the local programs will be more effective.

D. Means:

1. Institutes on a regional basis will be developed for new state staff appointments.
2. The state departments will provide the opportunities for state personnel to participate.
3. The state departments will assist in obtaining funds to implement this educational concept.
4. Universities will consider adding new courses and/or programs.
5. Universities will explore the possibilities of changing curriculum.
6. The universities will add staff or designate staff otherwise assigned, to provide resources for both course and in-service contributions.

E. Advantages:

1. State personnel and universities will work cooperatively to develop a total Adult

Education program of which ABE is a specialty.

2. State personnel will receive reinforcements from one another to create and try new ideas.

3. There will be more strength in seeking funding from regional sources rather than from state sources.

Plan 12 -- An ABE Internship

A. Program Need:

An educational program directed to the total improvement of all phases of instruction, counseling and administering adult education programs.

B. Objectives:

1. General:

a. To provide a center for the development and/or further development of professional and para-professional staff for adult education

2. Program:

a. Develop teachers, administrators, counselors and para-professionals through a system of internships that would provide practical experience in the field combined with University level instruction revelant to a specific staff position to be assumed by the intern

b. To provide a resource center for instructional material and assistance for local and state adult education programs

c. To provide a center for short term institutes and/or workshops for review of and assistance with special problems

C. Assumptions:

1. That there are sufficient full-time positions available to support such an internship

2. That instruction via the internship will be utilized by participants when they return to local or state positions

D. Means:

1. With the cooperation of state adult education directors, University Adult Education staff and local administration both practical experience and course work could be provided. Each intern would receive a salary of $5000 which would enable him to devote full time to the program. Such salaries would be paid either by the local adult education program or through funds established for that purpose in the internship program itself.

The salary would commit the intern to work for a given period of time at the local or state level after completing the internship program.

Alternative 1:

The program of internship would require that each intern spend one year in study and practical experience situations. During the course of the year each intern would be required to teach ABE classes under a master teacher, recruit students for local programs, work as a teacher aide, counsel with adult students, and assist the local or state administrator.

At the same time each intern would be required to take a minimum of one course per quarter or semester at the university level His course selection would be based on the intern's intended position upon return to local staff.

Alternative 2:

An alternate plan for providing both university instruction and field experience is to provide 6 months of instruction on campus with 6 months of field work to follow. Utilizing this plan the $5000.00 stipend would be paid for the 6 months work experience but paid over the 12 month period. Under such an arrangement federal funding under the Adult Education Act could be used to support the internship.

Such a program should be welcome as a nationally funded project or as an area wide project covering more than one state with all states within that area supporting the program financially.

E. Advantages:

1. This program would provide state and local administrators with a ready supply of trained personnel for full time employment.
2. It would afford the intern the opportunity to experience the problems and difficulties of the program and thus be better equipped to deal with such problems before having the actual responsibility for programs.
3. A ready supply of consultants and a well developed resource center for materials
4. Such an internship would provide the local and state adult education program with a supply of trained Adult Educators committed to full time employment and would tend to raise the prestige of the entire program.

Plan 13 -- Professional Pre-service Preparation

A. Program Need:

ABE Teachers with Specialized Pre-service Preparation

B. Objectives:

1. General:
   a. Develop a Master's Degree Program with specialization in ABE. (This may include certification)
2. Program:
   a. Prepare personnel equipped to enter the ABE classroom as full-time teachers
   b. Provide upward mobility for career minded part-time ABE teachers
   c. Build the ABE teacher preparation potential of institutions of higher education

C. Assumption:
   1. There are sufficient full-time positions in ABE to support a one year pre-service program for teachers.
   2. There are persons with B.S. or B.A. degrees who are willing to invest one year of study toward preparation for ABE teaching positions.
   3. There are institutions of Higher Education with the resources to operate such programs.

D. Means:
   1. Provide a one year graduate study classroom-internship experience
   2. In the residential program provide for preparation in:
      a. General adult education - The adult

education enterprise, the adult as an individual and a learner, the adults response to cultural phenomena

b. Specialization in ABE - Reading, ABE Curriculum, etc.

3. In the Internship in ABE provide for actual teaching in a classroom under the direction of a master teacher with supervision from the college or university.

E. Advantages:

1. The career ladder in ABE will be strengthened.
2. The image of ABE will be strengthened.
3. University resources in ABE will be strengthened and thus, made available for in-service programs.

Plan 14 -- Preparing the Instructional Aide

A. Program Needs:

There is need to develop an education program that will more effectively prepare and utilize instructional and teacher aides at the local level and for a two year program for the instructional aide associate degree.

B. Objectives:

1. General:

a. To develop training programs for the instructional aide on an in-service training and associate degree basis

2. Program:

   a. To develop the capability of local staff personnel to effectively use instructional aides in the classroom

   b. To achieve more effective classroom assistance from instructional aides

   c. To develop the personal and economic capabilities of instructional aides selected from among indigenous community groups

C. Assumptions:

   1. There is need for assistance in the classroom.

   2. This can be obtained by employing instructional aides from indigenous groups at the community level and by providing appropriate in-service experiences for them.

   3. The educationally disadvantaged adult has the capability and motivation to do post-secondary education which will lead to an instructional aide associate degree.

   4. The disadvantaged adult can effectively compete at the post-secondary level.

   5. Local institutions (VTA schools, community colleges etc.) will be willing to organize and staff an associate degree program in ABE.

D. Means:

1. Develop effective teacher training experiences for teachers using instructional aides
2. Develop viable training models to be used at the local level
3. Request that two year technical colleges develop effective associate degree programs for the ABE instructional aide
4. Seek funds to develop the instructional aide degree program by requests from the Vocational Amendments of 1968 to the Vocational Education Act of 1963

E. Advantages:

1. The ABE teacher can provide an input to a viable model for training ABE instructional aides at the local level
2. The instructional aides will have planned educational opportunities in which they may participate. These opportunities will include formal and informal educational activities

Plan 15 -- Establish College Courses in ABE

A. Program Need:

To involve the Area Colleges of Education in ABE Staff Development

B. Objectives:

1. General:

a. For area Colleges to become involved in ABE to the extent that undergraduate and graduate course in Adult Basic Education will be offered to prospective ABE teachers

2. Program:

a. To acquaint the college teachers with the ABE program

b. To show the colleges that there is a need for ABE courses in the curriculum

c. To increase the competencies of the college staff so that their product will be more effective in ABE

C. Assumptions:

1. That the colleges do not now have trained personnel in ABE and courses are not offered

2. That colleges will cooperate on in-service programs and in the development of courses

3. That prospective ABE teachers and experienced ABE teachers will enroll in these courses when offered

D. Means:

1. An in-service training session for ABE teachers will be held on the campus

2. A professor of education will work with the State supervisor of ABE in directing the in-service program

3. Members of the college staff will be used as resource consultants.
4. ABE specialists will be used as consultants to the college staff when needed.

E. Advantages:

1. This will involve several of the college staff in the program of ABE and they will learn from the experience.
2. It will serve as an excellent public relation program for the college since the teachers involved will be in its area.
3. It will hasten the interest of the college in offering college courses.
4. The college can provide many physical needs of such a program.

Needs and Deeds in ABE (Music and lyrics developed by the Group on Staff Development)

1. CERTIFICATION

Certification you may have heard
Is a naughty naughty word
But if in status you would grow
There are some things you ought to know

2. STATE STAFF

State Staff members need to know
Just what makes your program go
Write it down and spell it out
This will give your program clout

3. ORIENTATION

New appointments in your state
Will likely meet a sorry fate
Unless provided information
To help relieve them of frustration

4. COLLEGE COURSES

College courses there should be
But woe oh woe oh woe is me
Most profs are not in the know
Which contributes to the status quo.

5. INTERNSHIP

Intern teaching is the deal
Concentration in the field
Get some practice know the ropes
Be ahead of other dopes

6. INSTRUCTIONAL AIDE

To keep your teaching program tidy
Get yourself a sister Friday
Approach your task all unafraid
Get yourself a teacher aide

7. SUPPORT STAFF

Help custodians do their job
Tell them of your evening mob
In ABE they have a stake
So they should join the coffee-break

8. SUPERINTENDENT

Is he committed - does he know
What makes your adult program go
Ask him in and make your pitch
So he won't be a son __ body who
knows very little
about the ABE program

9. TRIAL TEACHING

Every teacher needs a trial
Put them on a little while
Watch their actions, give them aid
Later good ones will be paid

10. REGIONAL PROGRAM

Some RPO's know their stuff
Others give a lot of guff
Here's a chance to use their talents
The programs fate hangs in the balance

11. ASSOCIATIONS

Monroe, Jim, George and Jules
They make a team, but they're not mules
Plan the program, Atlanta bound
Everything they do is sound.

CHORUS
Federal programs often drag
Because the funding tends to lag
While the Feds are influential
They are never sap-ie-n-tial

Superintendents make a show
About the programs they must know
Decisions made are consequential
But they are rarely sap-ie-n-tial

College professors wax dramatic
About decisions democratic
Some may even be essential
But rarely are they sap-ie-n-tial

Professional Development Plan

for Adult Educators

submitted to

Florida State University

by

The National Association for Public School Adult Education

Compiler and writer--Ronald Shilen

Introduction

The soundness of any plan for professional development of public school adult educators depends to a marked degree upon an understanding of the nature and scope of existing professional development opportunities. Thus the first section of this report is a commentary on the status quo regarding the professional equipment of a defined segment of personnel in the public school adult programs in the cities and towns and in the administrative structure of state departments below the level of State Director.

The preponderant majority of men and women engaged in providing education for adults in public schools are in adult basic education. The greatest part of the total bill for this effort involving the school systems of every state and territory of the United States is paid with Federal funds. Thus it follows that the Office of Education in the Department of Health, Education and Welfare would have an interest in what a group of specialists in adult education could recommend in the way of a plan for professional development suited to those in the public school adult education positions.....professional development designed to enhance their effectiveness in fulfilling A.B.E. tasks.

Teachers outnumber other professionals in A.B.E. programs and administration by a ratio of at least 10 to 1. The ebb and flow of instructional personnel in public school A.B.E. is constant and considerable. The yearly turnover

hovers close to fifty percent. With these circumstances it is not surprising that provision is made for orientation and training of teachers and aides on an annual basis. Of two to three weeks duration these efforts in the form of institutes take place in different parts of the country during the summer months when most public school A.B.E. programs are inoperative. Something similar is available to administrators associated with Federally-funded A.B.E. activities. The institutes have been different in each of the past three summers; even their auspices have varied. But, in general, they have come to be valued as an essential means of acquainting the great volume of newcomers with the rudiments of teaching adults, the basics of basic education, and the methods and materials for combining the two. The institutes for administrators, some of whom have training responsibilities themselves, have also been contributive. They have not, however, been able to do the developmental job that many persons in public school adult education managerial roles need. This is not a reflection on the achievements of the institutes for administrators--it merely suggests that ten or fifteen days of institute, intensive as it may be, cannot meet the needs these professionals have, and perhaps no less importantly, the needs the profession has of them.

An Advisory Committee, named by the National Association for Public School Adult Education, comprising the following specialists in Adult Education, was charged with

drafting a recommended plan for professional development:

Donald G. Butcher, Dean of General Education, Ferris State College, Big Rapids, Michigan; formerly Coordinator, Adult Education and Community Service Programs, Michigan State Department of Education

Burton W. Kreitlow, Professor of Adult Education, University of Wisconsin; Chairman, Commission of Professors, Adult Education Association of U.S.

Monroe Neff, Director, Division of Continuing Education, New York State Department of Education

Paul H. Sheats, Professor of Education, University of California at Los Angeles

Ronald Shilen, Consultant on Adult Education; Executive Secretary or Director, Fellowship Program, Fund for Adult Education, established by The Ford Foundation, 1952-1960.

The Committee's work--including an October 13-14, 1969 meeting in Washington, D.C.--was under the direction of James R. Dorland, Executive Secretary, National Association for Public School Adult Education. Also participating in most of the October 13-14 meeting were:

George F. Aker, Professor and Head, Department of Adult Education, Florida State University; President-Elect, Adult Education Association of U.S.A.

Paul Delker, Director, Division of Adult Education Programs, U.S. Office of Education, Department of H.E.W.

The report which follows is the outcome of the Advisory Committee's papers prepared prior to their assembly in Washington, and the deliberations there on the subjects with which those papers dealt. The final element of the

report is a recommended plan of action by means of which, in the opinion of the Advisory Committee, it may become possible to begin augmenting the professional development of persons presently and prospectively in responsible public school positions concerned with A.B.E.

Report

Terminology

The terms "leaders" and "administrators" identify the public school adult education personnel with whom this report deals. These terms are used interchangeably and loosely.... interchangeably because "leader" serves to describe anyone in charge of anything, and because whatever and whoever an "administrator" commands is led, and loosely because leadership as a quality in performance does not necessarily reside in persons with supervisor and managerial roles. Among the thousands of A.B.E. teachers there are surely many who are deserving of the designation, "master teacher." They must be counted as leaders because they excel in their capacities. Other teachers look to them for counsel and guidance so that they too can become more proficient in their instruction.

There is also the reality of the matter--those who are put "in charge" are most frequently chosen from the teachers' ranks. As in other walks of life, a foreman is gained at the price of losing a craftsman, a supervisor is added and a mechanic deducted. So it is when a first-class teacher is

tapped for an administrative opening. Before that happens, before the teacher puts down the chalk and is stationed at a desk not in a classroom, he or she is a leader. The realm of adult education personnel with which this report is centrally concerned is the administrative one, but in a larger sense the parameters must be broad enough to encompass leadership in any of the professional divisions of public school adult education.

Even with the above qualification, there is usefulness in a working definition of the category of population which this report regards as the target. "Public school adult educators who have more, or other, than teaching responsibilities."

Marginality

We have already said that the flux of coming and going of A.B.E. teachers is characteristic of the Federal - via the States program and that from among those who do well and remain in the area, supervisory and administrative appointees are drawn. One must bear in mind that the area as a whole is a marginal one in the context of the public school structure. That is, for three-quarters or more of the thousands who do the work of public school adult education, the jobs are part-time, mainly evening assignments. For most of them it is "moonlighting" and follows a regular school assignment of teaching children. Virtually the entire range of prerequisites of public school employment do

not extend to the personnel of public school adult education. In plain terms there is often no tenure, no automatic contract renewal, no security of schedule, no increments for either greater experience or better performance, and finally, there is no job if too few students register. Despite these drawbacks, most local programs have more candidates for these jobs than there are openings. But the marginality takes its toll in turnover.....apparently plays a major role in driving the rate up to fifty percent or more each year.

The mechanism is reciprocal. So many new people come in each year and stay so briefly. The reservoir of those with experience in teaching adults who do not have work is small if it exists at all. The great majority of newcomers have little or no experience. The program does not have much choice. It cannot get teachers qualified for work with adults so it must be satisfied with people who have qualified as teachers of children and youth. The marginality extends both ways. When it is a second-class part of the public education family, it is often staffed with faculty that is as poorly equipped as a brief sojourn warrants.

To alter the above-described plight of public school adult education a thorough-going transformation is required, one that replaces what is often an auxiliary activity appended to but not truly part of the regular school structure with an adult program that is indigenous to the system and an integral part of it. The faculty needs to be in the same

relationship to the Board of Education as are the teachers of children, and they must be enabled to be fulltime, regular, contractual employees. Though there is movement in this direction, the transformation is not going to happen swiftly to say nothing of surely.

The maturation and stabilization of public school adult education in the foreseeable future is not likely to come from the cataclysmic change set forth above because that kind of change doesn't happen, it evolves across decades. The short stays and the heavy annual turnover of teaching personnel are at once a symptom of the marginality of this area of education and a contribution to it. Put another way, too few of the teachers see in public school adult education career potential or even career possibility. And their viewing it so serves to reinforce its dead end image. Only a small proportion of the instructional manpower become sufficiently committed to remain in the relatively ladderless situation. But on these few among the faculty, and upon the minority of the whole establishment which has "more, or other, than teaching responsibilities," rests the hope for public school adult education's emergence from marginality. From this point in the report the emphasis is on the men and women who are in fulltime managerial slots in public school adult education and on those who regard teaching adults as the most important work they do and the work which they intend to continue to do.

Qualifications for adult educators

We turn now to the professional equipment of the people described above. It is difficult to generalize because the qualifications required for these positions (i.e., local program director, adult school principal, coordinator, teacher-in-charge, state department staff member, etc.) vary with each state. There is, moreover, substantial variation in the requirements regarding adult education background, be it study, experience, or both. Illustrative of the complexity of this aspect is the situation in a northeastern state. Unlike the great majority of other state departments, this one pays a part of the salary of each local adult education director. A requirement for appointment as director is a master's degree in adult education. Only a few have had one or more graduate courses in adult education, though all have participated in an ABE summer institute.

Does not a situation of that kind attest to the marginality of adult education in the public school sphere? What other area of education demands no specialized academic preparation for entry to its cadres? Not only does such a nondescript requirement evidence marginality; it also adduces it and contributes to it. The lower the professional preparation requirements for entry and retention of administering personnel in a given branch of education, the more impoverished is the status and image of that field. Here again the reciprocal of negation manifests itself. The objective of all the ideas advanced in the rest of the report is to break a cycle that, if not vicious, is certainly vitiating. Professional upgrading of the members of its calling can

accomplish the job of attaining for public school adult education the peerage with other areas that it now lacks.

Advanced study programs

Courses of advanced study in adult education and the degrees that reward those successfully completing prescribed aggregates of same are merely the containers of contents. Our interest is not primarily in the bottles and casks but in what pours forth. Having established, it is hoped, that university graduate courses and the milestones represented by masters and doctoral degrees as well as intermediate certificates are the currency of the realm of educational professionalism--particularly in the public school structure--we must now examine the essence....what it is that resides in those courses. More importantly, what changes, growth and development can reasonably be expected to ensue from participation in graduate study programs in adult education....especially those which give due consideration to adult basic education. Or viewed from another,though not lesser perspective, what is the nature of the skills and understandings required for optimal performance in the management and delivery systems of public school education for adults.* It should be clear that the graduate study dealt with here is not confined to classes and seminar groups. The whole range of internships, off-campus projects, independent study, field action programs and

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*A consensus of the Advisory Committee is that certain classroom study (i.e., history and surveys of the field of adult education, adult learning, methods and materials, etc.,) benefits from a student body from a variety of adult education areas, such as evening college, cooperative extension, labor and industry, library, service organizations, and public schools.

administrative assignments constitute acceptable forms of learning and practice.....provided that they are engaged in under the aegis and supervision of the university faculty and are thus officially creditable to the students' program.

By reason of the fact that this report will close with a short list of specific items of recommendations of which graduate study of adult education is but one, it seems appropriate to explain the Advisory Committee's emphasis on such study. This report is based on the premise that there is no agency, institution or means of effecting professional development of public school adult educators that is superior to the university graduate study program. Some of the rationale for this position is dealt with in the foregoing paragraphs, and it may be redundant to mention that this is the fourth decade of existence of graduate degree programs with a specialization in adult education. Such circumstances whereby a single university offering a doctoral degree in this subject area in the early thirties is now one of two dozen institutions doing so, could be taken as adequate evidence of validity. For present purposes it is not enough. We must scrutinize more searchingly the teaching-learning transaction in this regard. What about it and how does it catalyze that enhanced professionalization of which public school adult education is so needful?

A profession renews and improves itself as it assures in its corporate life and in each of its members and candidates for membership:

1. growth in understanding of those human potentials and problems with which the profession is uniquely concerned;
2. increase of knowledge of the ethical and scientific principles upon which the profession's policy and practice are based;
3. development of philosophical and technical competence;
4. evaluation, based on experience, observation, and reflection, of the ways in which professional policy and practice relate knowledge to need; and
5. continuing effort to maximize the application of knowledge to need through improvements in policy and practice.

It would be no feat to divide by title alone the two hundred or so courses in adult education and the sub-specialty, adult basic education, which are currently available in U.S. and Canadian institutions, and group them under each of the five categories above. A longer report might find that a worthwhile activity.

In the second half of the twentieth century there is no longer any doubt that transmission of information from instructor to instructed is one of the less significant elements of the teaching-learning enterprise. Print, film and tape serve admirably as conveyors, and the increasingly

sophisticated hardware associated therewith frees professors for more fruitful functions in the teaching process. The process itself has myriad facets and their milieus are many.... sometimes away from the campus. Where away from the campus? Ideally, where the student himself engages in changing other peoples' behavior (education by another name) or overseeing the process. The leader (principal, coordinator, supervisor, director, etc.) of an adult education activity is simultaneously a student in a graduate program of a university and he or she is analyzing, evaluating, altering or innovating the responsibilities of the day-to-day tasks. When the situation doesn't exist for this sort of on-the-job training (the administrator engaging in organized study of his own functioning in administration), the professor of adult education may very well want to arrange comparable circumstances. A host of such kinds of arrangements fits the "internship" classification.

If our target clientele were teachers rather than administrators, we would use the term "practice-teaching". "Practice-administering" isn't very practical but understudying an Assistant Superintendent for Adult and Community Programs may be both feasible and professionally enriching, thanks to its taking place under university sponsorship. The internship component of a graduate degree program for adult educators (more specifically, those in, or readying themselves for, ABE roles in publicly-supported school systems) is held in high esteem by all who contributed to this report. One member of

the Advisory Committee made it the focus of an eleven-page paper. The following specific objectives for an ABE internship were set down:

1. To provide an opportunity for the adult education intern to operationalize concepts of administration and leadership through practical experience in the tasks involved in the daily administration and operation of an adult education agency
2. To enable the intern to learn and demonstrate the educational process in such skills as identification of problems, goal-setting, planning execution, and evaluation, through undertaking major responsibilities for one or more specific continuing education programs in the agency
3. To enable the intern to increase his understanding of adult learning through active teaching of classes, leadership of groups, working with committees and councils and involvement in independent learning activities
4. To give the intern experience in designing adult learning experiences, making use of learning theory related to adults, communication theory and educational technology in a systems approach to adult education programming

5. To enable the intern to learn and demonstrate skills in action-research, to think critically, and to organize studies for program evaluation.
6. To enable the intern to apply his course work to a concrete ABE situation and to develop for himself a working philosophy of adult education and the place of ABE in the total field of study

A multitude of tentacles reaching out from the above hook into theory that is more fully dealt with in the seminar and class. The ganglia of the subject matter from the latter--program design, processes and procedures, organization and administration, psychological and sociological foundations--connect with the intern's functioning. The interaction between the two vitalizes both. If study and practice are not effectively related, there is a persistent tendency for study to become sterile and practice to beccme doctrinaire. Important indeed is the mutually enriching linkage of disciplined study and organized introspection of practice....with a keen professor guiding and facilitating both activities.

Obviously, both the discussion of graduate study and internship practice in adult education exhibit strong reliance upon their human resources, the faculty in adult education. The simple truth is that no alternative exists--just as the development of professions has come to lodge in institutions of higher education (law schools, colleges and institutes of

engineering, medical and dentistry schools, etc.) so have those institutions become the monopolists of professionalization for the practitioners. Yea, verily, the philosopher is king! In the academic procession the Ph.D.'s in Philosophy are first, but when the great urban public school systems and the wealthiest suburban communities seek superintendents they look to the Ed.D.'s in Administration from Harvard's Graduate School of Education. And wisely so. The internship field experience built into that Ed.D. program helps make it what it is now so widely recognized to be.

Our old friend, reciprocal, is once again with us. Out of two thousand institutions of higher education in the United States, all of two dozen have full-scale graduate offerings in adult education, and no more than fifteen to twenty others provide some coursework. Nearly all of the first group suffer from too few public school adult educators or would-be such in their enrollment. The expression "suffer" is used because the optimal composition of any seminar or class in graduate adult education study is representation from the major sources of education for adults; namely, public schools, general and cooperative extension, community colleges, libraries, labor and management, service and health organizations, and vocational schools. The problems that are indigenous to public school adult education need to be reflected in the curriculum and classroom exchanges. The course is deficient when that representation is lacking. As

previously indicated, in too many university-based adult education programs, public school adult educators are sparse to non-existent. It is not quite the choice of public school people that they are so few in the advanced study courses in their specialty. To a marked degree, it is a concatenation of circumstances, some of which are wholly beyond their control. That's where Mr. Reciprocal comes in. The field of public school adult education needs the image-building contribution of having its practitioners better equipped with professional training and education in their specialty; the universities need greater presence on the part of public school adult educators in their adult education programs and more insistence on relevance to ABE and public schools in their coursework. Fulfillment of the needs of both the field and the universities is thwarted by the economic inability and the pragmatism of the public school adult educators in their academic endeavors. Most of those who are committed to careers in adult education and crave graduate study in the subject area cannot afford total deprivation of income during the requisite residence periods. Most often family dependencies rule out a salary-less year or two. Pragmatism beckons the less committed and those uncommitted to careers in adult education to greener fields in education where the weeds of marginality do not flourish....guidance, physical education, principalships (day schools), etc.

This report has now come full circle. The target population is identified, professional upgrading needs are profiled, albeit roughly, and the counterpart needs of the field of public school adult education in greater professionalization of its key personnel. The institution, which alone can do much of the job of satisfying the needs of both, requires participation of public school people and those desirous of entrance to the area. It needs them for two principal reasons; one is that only as students can they benefit by what the institutions offer, and secondly because the content of what is offered is bettered and made more complete as well as more appropriate with the presence of public school adult educators. The concluding section which follows strives to synthesize in explicit recommendations the gist of the foregoing thoughts relative to professional development of public school adult education. Most of the small number of recommendations have not been discussed because their value is self-evident and their prospective contributiveness is implicit.

Recommendations

A. It is of paramount importance and of utmost urgency that a start be made in enabling present and prospective adult educators with adult basic education roles in the publicly-supported school systems to participate in graduate study programs designed to enhance their professional

development. Such programs would maximize the interplay of theory with practice by intimately relating internship situations and administrative assistantships with course work.

In proposing a swift beginning with a pilot effort of modest size, the recommendation does not qualify its advocacy of future allocations of resources sufficient for making possible up to two years of subsidized study for at least two hundred men and women in the described context in each of the years following the starting project. It is assumed that the experience derived from the pilot effort would figure in the full-scale program.

B. The U.S. Office of Education in conjunction with the State Departments of Education should plan and initiate an aggressive campaign to offer undergraduate adult education orientation and 5th year level programs with certificates as adult counselors or teachers.

C. Under the same auspices as "B", the more innovative universities--ideally one in each HEW region, -- should be helped and spurred to organize from all their schools and divisions (that is, the entire university) Urban Education Programs.

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D. The objective of a fulltime director of public school adult education for every community of 15,000 or more of population is perhaps the most important single goal towards which State Departments should be urged.

E. The Galaxy Meetings in Washington present an opportunity to propose consideration of planning for funding and establishing an Adult Education "Think Tank"....perhaps a single national residence center such as Ralph Tyler's Center for the Study of Behavioral Science.

F. Functions in the education of adults are moving with growing strength and frequency to manpower agency auspices, notably the Labor Department's. It is imperative that public school adult education retain and exercise its role as the key local agency in the provision of such educational services. There needs to be legislative assurance that adult education generally and the adult basic education component particularly of manpower-training programs are assigned to the public school systems.

A MODEL TO PROVIDE COMPLETE EDUCATIONAL AND SUPPORTING SERVICES FOR UNDERLITERATE ADULTS

Leader - William Dowling

The discussions and activities of this group were directed toward generating ideas leading to provisions for complete educational services for disadvantaged adults. Following is an outline of the ideas developed.

A. Assumptions:

1. Unlimited funds available
2. ABE and other laws may have to be rewritten.
3. Variations in implementation of model may need to be developed depending on local conditions (e.g., size of community).
4. It is unreal to structure programs which do not consider the adult as a whole person.
5. Adult learning is unfeasible when adult life concerns are not met to maximize the learner's experiences.
6. The life styles and experiences of the adult are crucial to the planning of his educational experiences.
7. The adult should be involved in establishing learning objectives which he will be expected to achieve.
8. Supporting service and functions of the adult learning experience must be located or

coordinated within one organization to avoid fractionalization of services.

9. The referral system of services for under-literate adults works well for those who already perceive themselves to be working within the system.
10. Autonomy within the function areas of the model is to be well established. The director's function is to assist in program planning, facilitate program implementation, provide assistance in program evaluation and help link the program with the larger community of which it is a part.
11. Definition of Career - That which a human being does which gives pleasure to self and/or others.
12. Such a large intensive agency could develop a high trust level on the part of the participants.

One has difficulty when thinking of developing careers for ABE participants because it is not now seen as part of the state director's responsibility, or local director's responsibility as ABE is now legally defined.

Career development is now seen as the responsibility of other private and governmental agencies.

B. Objectives of the model:

To increase a human being's level of dignity through maximizing his potential.

C. Responsibilities of the Director:

1. Develop administrative procedures
2. Staffing
3. Direct program
4. Direct financial responsibilities
   a. Use funds appropriated for project
   b. Seek additional funding to carry out total program
5. Coordinate power structure
   a. Sell public that programs are to benefit total community population
   b. Open door of power structure for job placement - bring in new industry or expansion of old industry
   c. Search for new monies, services to offer students, and for cooperative programs
6. Direct evaluation
   a. Assign qualified personnel to evaluate every aspect of program for the purpose of direction and improvement to obtain objectives
   b. Coordinate pertinent information disimination to proper personnel

7. Direct research
   a. A continuing research program for the specific purpose of implementation and obtaining feedback from program developers
8. Direct program development
   a. Set up base curriculum
   b. Develop programs in Special Services fields
   c. Make long range plans (5 to 10 years) for training and retraining
9. Coordinate other educational activities
   a. Staff training
   b. Skilled training for new courses
   c. Special projects
10. Legislative responsibility
   a. Local
   b. State
   c. National

D. Information - Services (local level)
   1. Effective communication between Center and students
      a. Personal relationships with students
         (1). Needs
         (2). Successes
         (3). Other related services

b. Distribute "Calendar of Events" or equivalent

(1). Continuing learning experiences

(2). For total student involvement

(3). To facilitate cooperation and support in carrying out main goals and objectives

c. Make use of all supportive services

(1). Obtain the desired learning atmosphere

(2). Ensure the use of all supportive services by students

(3). Ensure well being of the student mentally, physically, socially and economically

2. Effective communication between Center and the rest of the community

a. Regular community meetings and distribution of "Calender of Events" or equivalent to keep the community aware of the operations of Center

b. Involve entire community to ensure support of Center by the entire community

(1). Discussing and giving a complete understanding of goals and objectives of the Center

(2). Provide a sense of worth and use-
fulness

(3). Knowledge of

(4). Practical purposes - money,
refunding

3. Provide a strong political base - total community involvement

a. To ensure election of people who will speak to the needs of the people.

b. To understand the workings of the political structure of the U.S.

c. Hopefully overall improvement of the group's economic, educational and political situation

d. Make use of supportive services

E. Coordination - Services:

1. Coordination of activities to meet goals and needs of specific objectives

2. Coordination of program implementation

3. Coordination of course content

4. Coordination of agency and staff to implement activity

5. Coordination of program needs and instruction

6. Coordination of evaluation and follow up of (curriculum and participant)

7. Coordination of outside agencies' activities

F. Public Relation - Services

1. Elicit total community support and involvement

   a. Promotes and provides awareness of progress and need for new direction

2. Public relations - using all media - civic groups

   a. Creating a community awareness of program and its philosophy

3. Successes

   a. What has happened

   b. What could happen

   c. Community involvement - give credit

   d. Educating employers - value of steady employees

4. Have community tell what they feel is needed

   a. Positive statements and publicity as to what agencies are doing

   b. Publicize results of evaluations

   c. Give enrollees or participants credit and positive exposure

   d. Give contributing agencies credit

HUMAN RELATIONS TRAINING--RESOURCES FOR PARTICIPATION AND COMMUNICATION

Leaders--Malcolm Knowles
Kenneth Gordon
Wayne Richards

Some of the most challenging, unique and (in retrospect) rewarding experiences in the Institute were those gained by the participants in the study group which focused its attention on Sensitivity Training. Since the activities of this group were directed toward enhancing the perceptual, communicative and creative skills of its members, no formal reports or position papers were developed.

Fortunately, however, one of the leaders, Malcolm Knowles of Boston University, provided a narrative summary of some of the impressions he acquired as a leader and member of this group. Following is Professor Knowle's summary.

Resources for Participation and Communication:

The participants of this group which had Wayne Richards and Kenneth Gordon as leaders the first week and me as a leader the second week, early agreed that they did not want to structure their work around the preparation of a report. They felt that focusing on such a task would prevent them from fully testing the utility of the human relations laboratory method. Accordingly, there is no group product in writing; the group product will be in the more effective performance of the individuals in their roles as state directors.

But individuals are to submit personal reports, and this is mine.

I entered into this experience with the hunch that the insights and technologies of applied behavioral science were not being employed extensively for the enhancement of adult basic education in this country. During this experience that hunch has become a conviction, and three possibilities for the application to ABE of training in group process and interpersonal relations have been clarified:

The training of ABE administrative personnel

During the week of my attendance at the Institute abundant evidence was presented, both in the group and in the general meetings, that serious blocks to the effectiveness of the ABE enterprise are caused by existing interpersonal relationships among administrative personnel. Numerous examples were reported or demonstrated of such blocks as role confusion, competitiveness within and between states, poor communication and lack of openness between states, regions, and Washington, low levels of trust among colleagues, wide variations in skill in group participation and group leadership in planning and decision making, and the like.

These observations lead me to the suggestion that provision of some form of intensive process-oriented experience in future institutes and in-service education programs would yield immediate and visible payoff. (For example, such an experience for all participants might have been built into the first two or three days of the design of this workshop).

The training of advisory committee members

Effective advisory committees have been frequently referred to as crucial links between ABE programs and their communities; and yet only unsatisfactory experiences with advisory committees were cited during the Institute. My own experience with advisory committees in other settings is that they are as effective as their degree of skill in group participation and decision making.

This observation leads to the suggestion that the development and dissemination to program administrators of several model programs for advisory committee training might result in strengthening this crucial element of the ABE enterprise.

The training of ABE teachers and paraprofessionals

Recent research in the behavioral sciences has revealed forces in the dynamics in groups that are potent facilitators of learning. (For example, a group of students who have set for themselves a norm of serious study learns more effectively than students who are urged by a teacher to study seriously). And recent experimentation in adult education has revealed that adults have rich resources for helping one another learn, and that they learn more effectively when these resources are used. (For example, students internalize knowledge acquired through involvement in learning-teaching teams more effectively than knowledge transmitted by a teacher).

It is my observation that ABE teachers tend to be more familiar with the didactic methods traditional to childhood education than with the student involvement methods that are coming to characterize modern adult education practice. Accordingly, they do not have available to them the insights and skills for utilizing the powerful forces of group process that would increase their effectiveness with adult learners.

This observation leads to the suggestion that incorporation of training in group process concepts and group involvement techniques into the pre-service and in-service education of ABE teachers and paraprofessionals would increase both their effectiveness and their satisfaction..

THE RELATIONSHIP BETWEEN YOUTH EDUCATION AND ADULT EDUCATION

NEW CHALLENGES FOR OUR PUBLIC SCHOOLS

Because of the pertinence of the topic to present and future needs in adult basic education, the following paper, developed especially for the Institute by Dr. John P. Lunstrum, Assistant Dean of Instruction, College of Education, Florida State University, has been selected for inclusion in this report.

When Dr. Aker asked me to participate in this luncheon meeting today in Dean Fordyce's absence, I was doubly pleased. In the first place, this national institute is itself a tribute to your field's dedication and innovative attitude. For your job is indeed a taxing one, and, of all the educational endeavors, certainly one of the most difficult. The figures speak for themselves: the 20 million adults who are functionally illiterate and the 3 million totally illiterate; the estimation that one-half of the adult population (approximately 60 million people) have not graduated from high school;[1] and the bleak commentary that 1/3 of our urban youth dropped out before graduation.[2] To meet the educational needs of our large number of disadvantaged adults, particularly our ghetto residents, requires a sensitivity and a skill all educators respect. After all, it is one thing to teach the accelerated class, but to motivate the person who has failed time and again or who has equated schooling with the status quo (and all its unsavory connotations) is not so easy. And, therefore, a salute to you on the behalf of the College of Education.

Secondly, as a social studies educator, I have wished to speak with you on our common educational dilemma. While I make no pretense to speak authoritatively on your field, it occurs to me that we educators, in all our diverse areas, must begin to talk together about the fundamental problems and conflicting philosophies facing the total American educational scene today.

Dr. Aker recently defined adult basic education as "any process through which undereducated men or women learn to live more effectively through the acquisition and application of knowledge, skills, and appreciation."[3] Surely this definition would adequately fit all public educational levels: elementary through the university. The problem is, however, that our public educational institutions have failed, by and large, to measure up to this responsibility both to youth and adults. It is no secret that the educational process is under severe attack. Why the large number of urban dropouts? How did illiterates pass through and out of our public schools? Why do the students, first at the college level and now increasingly at the high school as well, attack the schools as being "irrelevant," "bureaucratized," stultifying? Where has our system of public education failed?

At this point, one recent educational experiment comes to mind, as it provides insight into this failure. As you may know, in the summer of 1966, a federal program (TIDE) was attempted to help lower-class young adults find jobs. This

program was run by the California Department of Employment, and classes were held at the Youth Opportunities Center of West Oakland for 25 young, poverty-level black men and 25 black women. Not a vocational training emphasis . . . the instructors concentrated instead on teaching job interview techniques and the filling out of application forms; they made efforts to improve the student's appearance, grammar and math. Tours of industries were also arranged and some industrial and community representatives came in: not to interview the trainees for specific jobs, but to demonstrate to the class interview techniques.

The result? The program was looked on by the participants as (1) a game, (2) a way to make $5 per day, and (3) an opportunity to vent frustration at those industrial, and particularly the police force, representatives who assisted with the training. The only serious study occurred when actual jobs could be applied for; the rest of the program was a lark. Just why was this "educational opportunity" put down? Allow me to quote from David Wellman's first-hand account:

> The program simply did not meet the needs of these young men. In fact, it was not really meant to. The Great Society was trying to 'run a game on' black youth. TIDE asked them to stop being what they are. It tried to lead them into white middle-class America by showing that America was interested in getting them jobs. But America does not provide many jobs--let alone attractive jobs--for those with police records, with few skills, with black skins. The youths knew that; TIDE workers knew that, too. They did not train youths for work, but tried to make them believe that if they knew HOW to get a job, they could. The young men saw through the sham.[4]

I submit that, not only these disadvantaged young adults, but a growing number of our high school and college youth are seeing through the sham of their educational experiences. Why do they turn off? For two of the most fundamental reasons possible: (1) a dysfunctional curriculum which no longer speaks to the needs of either our young or older student; and (2) a lack of sensitivity on the part of the teacher in the realization of the individual's needs. I further submit that these two reasons are, in reality, connected by the one missing element in our educational programs: the crucial role, the human role, of the affective area in the learning process. What IS the effect of cultural attitudes on learning? Why the importance of teaching value judgements in our schoolrooms? Why have we overlooked what educational psychologists have been telling us: that learning depends--not on cramming facts into one's mind--but on the person's motivations, self-perceptions and self-confidence. In a speech presented before the Ford Foundation, Charles Brown utterly condemned the school system for not being a humane institution. To be relevant, he warns, the school needs to stop emphasizing technology and authority-obedience techniques, and begin treating students as humans with human problems.[5]

This whole affective area <u>is</u> tragically missing in our educational system. If the purpose of our public schools is to train students for jobs, to be good citizens, and to

develop their potential, we must ask what type of educational approach best achieves these goals in our contemporary society. This involves a close look at the world around us . . . Today our society has changed more swiftly than ever before as technology and scientific research boom, but the results have not been entirely beneficial. Our students, particularly the urban and disadvantaged youth, stand confused amidst tremendous problems: "tidal waves of knowledge and people, abject poverty, pollution, social disorganization, the sheer magnitude of grasping and shaping the culture, changing values and mores, alienation among members of all age groups, and failure to develop a feeling of personal worth."[6] No one will question the change in our society, but has the educational system made a corresponding change? What do our educational programs presently stress?

My field, social studies, serves as an example. The public school, and especially social studies, have been traditionally charged with the responsibility of providing citizenship training. Traditionally social studies also has the delegated responsibility of teaching our youth about the political process, as well as the historical and social milieu. Its curriculum is thus supposed to address itself to the student's societal and citizenship needs or roles.

According to recent studies, this responsibility is particularly crucial for disadvantaged children. Bryon Massialas, in his book Education and the Political System,

points out that lower income children tend to be passive toward any participatory role in politics and government. He pointed out that social trust comes when a child feels assimilation--or integration, if you would--into the "status hierarchy" of his school. When the child does not feel a part of the "system," however, the danger of alienation becomes very real. Massialas warns: "unless something is done through the school or some other social agency to compensate for economic or social inequalities acquired at birth, the political alienation of minorities will increase and may eventually bring about the collapse of the entire political system."[7]

A sensitive teacher can do much to remedy this alienation, for, as the "one emissary of middle-class sub-culture with whom many lower status children are acquainted,"[8] the teacher can encourage active and constructive involvement in public life. And so, social studies has the obligation to provide not only citizenship training but remedy some of the alienation process which leads to so many school and societal drop-outs . . . and hence to the adult education need.

The responsibility IS heavy . . . and social studies education, up until recently, has failed miserably in the public schools. Why? It has relied on a traditional, academically oriented curriculum (American history, civics, government) with "needs and citizenship training . . . more as justification ploys than realistic goals and crucial

objectives."[9] Our texts have presented all America's successes but hidden its problems. Citizenship training has ended up as hortatory admonitions rather than practical orientations to the ins and outs of community government. In a 1969 AASA convention report, Fred T. Wilhelms, Executive Secretary of the Association for Supervision and Curriculum Development, condemned social studies for being "inert for generations . . . It is basically history--mostly American history ad nauseum. Civics is still a study of the dry bones of government, and research has shown that it has almost no effect on students."

This judgment may sound harsh until you look at the public school texts. In a recent survey of world geography, sociology, economics and world history texts, for example, one educator found only two books which devoted as much as a chapter to the population explosion--surely one of the most profound problems of this century.[10] Furthermore, an ETS survey indicated that 28% of high school students had no work in the history of Africa south of the Sahara. A substantial percentage had less than two weeks of instruction on Latin America, the Soviet Union, Asia, and North Africa.[11] Yet our youth and adults have to live in an international world with continuous international conflicts. We have failed to prepare our students to be American citizens, much less world citizens. Our curriculum and texts have NOT kept up with the times.

As to value judgments and controversial subjects--these are avoided by both texts and teachers. Massialas found that our school texts do not provide the framework for developing critical skills: "Most textbooks do not deal with the cognitive and affective components of the decision-making process in the resolution of conflict--there is no attempt to help the reader clarify his own value position and assume a defensible posture."[12] Teachers, sensitive to public pressures and prejudices or fearful of "sticking out their necks" have also avoided controversial issues, much less values. Their reasoning goes somewhat as follows: "No value which does not represent knowledge--that is to say, some proof of its own merits--is admissable. Values or pure feeling are suspect or soon become so for want of evidence."[13] Even those with a desire to talk of conflicts or value judgments are not sure how to go about it.

And this at a time when our youth, particularly our young adults, are condemning the American value systems: the morality of the Vietnam war, the morality of social inequality and the have/have not gap. In Students without Teachers, Harold Taylor analyzes the university student protest movement and come to a conclusion relevant at all educational levels:

> Higher education lost its soul when it neglected its social consciousness; it lost socially concerned and morally sensitive students when it imprisoned them in deadening and irrelevant required courses; and it has weakened America's moral world leadership by not facing up to the issues that really count--race, poverty, and prejudice.[14]

Taylor asks that the educational system work with the community in resolving such problems--an action curriculum.

Fortunately the NEW social studies is doing just that. Perhaps we are learning from our past failure. This new approach explores both public and personal issues or problems. It realizes that, because the world is full of conflicts and change, our youth are faced with an "unmanageable array of alternatives, life styles and values."[15] Therefore, the new social studies focuses on a systematic analysis of values. It teaches the "ways and procedures of practical judgment:"[16] how facts and values interplay in the formulation of decisions. The basic rationale for a curriculum centered around situations, conflicts, decisions and inquiry techniques is that "social decision-making is at best value-judging; the role, the decision, and the judgment are irrevocably enmeshed."[17]

Allow me to give an example of such a curriculum from my own experience. I do so because the implications of such a teaching method will or should reverberate through our entire educational system. At Indiana University a new course on American political behavior has replaced the old descriptive, legal, hortatory approach. It emphasizes behaviorism in politics: WHO are the decision makers in a city? How do they function? The questions are based on the politics which a student sees around him, in his own city/state government. For the non-verbal student, cartoons have been successfully analyzed as indicators of American culture. Yet another hopeful curriculum is the Harvard Project, designed to help students resolve and manage conflict.

What such courses attempt to teach are, in my opinion, one of the most basic prerequisites for any American citizen, age notwithstanding. Realistic, informed, practical decision-making is, after all, a crucial element in all aspects of a person's life: surely in his personal, social and vocational development. It is incumbent upon our teachers to deal with controversy, to face the students' perplexed questions as they strive to choose between conflicting, ever changing values and mores. In a time when curriculum has been deemed "irrelevant;" when French literature has been presented to the ghetto child as his "education;" when lectures preclude discussions--then we must turn to the new curriculum experiments, such as the Indiana course, for guidance.

A few social studies curriculum experiments are hardly enough, however. What can be done about the failure of the American educational system? The most important thing, in my opinion, is to revamp our teacher education/training programs. Let's face it, even if we have an innovative curriculum or text available, the teacher's methods and attitudes can quickly revert back to the old ways. For example, individualized learning and the inquiry approach to learning are big issues today: much talked about and praised. However, when John I. Goodlad visited 206 kindergarten-third grade classrooms in the major cities of 13 states, he found the schools ill-suited to the needs of 30% of its students (the minority and handicapped, for example). In these classes, he rarely

encountered "a classroom with an aura of excitement, anticipation, and spontaneity; when we did, it was almost invariably a kindergarten class."[18] This brings to mind a statement by John Holt concerning the teacher's failure to sustain an enthusiastic curiosity-prone atmosphere:

> Almost every child, on the first day he sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent than he will ever be again in his schooling --or, unless he is very unusual or very lucky, for the rest of his life.[19]

No wonder a child's initial enthusiasm and curiosity --natural qualities for practically every child--are stunted. Goodlad found the teacher lecturing and asking only a few questions, using texts rather than a wide spectrum of media resources. Furthermore, he could not "discern much attention to pupil needs, attainments, or problems as a basis for beginning instruction; nor widespread provision for individual apportunity to learn."[20] In effect, he found a dismaying lack of a "humanistic learning environment."

Obviously it is not enough to talk about individualized learning and student needs to our teachers. As Teachers for the Real World stressed, middleclass teachers can hardly be expected to understand the human problems and frustrations of the urban ghetto child on their own. Our teacher education MUST, therefore, emphasize the basic fact that the success or failure of any educational program largely depends on the teacher's sensitivity to his students' needs and the teacher's attitude. In the Oakland Youth Opportunities Center, the

instructors failed to comprehend. They concluded the young blacks just didn't want jobs. Their approach, which was, in effect, to deny the youth's blackness and to attempt to make him a model of white working class America, naturally failed.

On the other hand, prospective teachers can be exposed to what happens when a teacher was sensitive. In Manchild in the Promised Land, Claude Brown relates his experience in Harlem, where doing time in jail was their college, and drugs just a way of life--or, rather, death. Who would ever believe that this school drop-out in such an environment could be reached. He was. In Warwick reformitory, a resident counselor had confidence in him despite his negative school feelings. She "would start telling me about the great future that lay ahead for me. She tried to get me interested in it, but . . . I didn't even know anybody who had finished high school, Cats around my way just didn't do that. It wasn't for me; it was for some other people. That high school business."[21] Nevertheless she gave him books and finally that one on Schweitzer fascinated Claude: "It made me start thinking about what might happen if I got out of Warwick and didn't go back to Harlem."[22] A sensitive person had presented him with a choice--a way out--and he took it. He passed the entrance exam for Columbia University, after much hard study at night school.

Drop-outs are, as you well know, not necessarily of low academic ability. In a 1966 survey, reported in the

American School Board Journal, the most widespread characteristic among the drop-outs (80%) from high school was a POOR ATTITUDE toward home, school and society.[23] If a teacher is perceptive enough to sense a student's attitude and motivations, he can choose the appropriate curriculum and instructional approach to reach the individual. Teacher education programs should thus delve into the motivations and life styles of its disadvantaged students: their deprivations--self-esteem, social approval, insecurity vs. independence. Here again the adult's motives are similar to our high schoolers; we all want to avoid pain and failure, reduce tension and increase our self-confidence. If teachers can be taught to understand and reach out empathetically to these very real human feelings, there <u>is</u> hope.

In teacher education programs it is also essential to expose our primarily middle-class trainees to real teaching situations. It is not enough to lecture to them about the attitudes or value systems of the disadvantaged. Real experience during the teacher training years is a must. As Carl Minich says: "Anybody can take college work in adult education, but not everybody can bring that theoretical knowledge successfully from the campus to the adult classroom . . . Experience is the medium which tempers the metal."[24]

Also included in the teacher education program will be an analysis of the teacher's changing role. No longer is he the "dictator" of the classroom. Attention to the student's

needs and experience with the disadvantaged have led to a new role as an enthusiastic, committed assistant and resource person. Educators are beginning to realize that students learn, by and large, what they want to; that students are bound in by their own experiences. The responsibility for the actual learning is shifting to the shoulders of the learner, not the teacher. As Aker has said:

> Adults do not need, nor do they wish to be overly directed or controlled in their learning experiences. They are self-directed, autonomous human beings, and desire a strong sense of dignity and individual worth. Nothing will offend their sense of dignity more than to have an individual throw bits of information to them, like raw chunks of meat, and then demand that they accept them.[25]

With a new role perception, actual experience and a sensitivity to human needs, the prospective teacher CAN be equipped to serve the individual students.

The next step is, of course, to revitalize our outdated curriculum across the board: elementary-college-continuing education. The results of such outdated texts as I have described have been devastating so far and must not be allowed to continue. For example, unrealistic texts have contributed to the present "communications gap." Students are beginning to mistrust the written word; they see through the sham hortatory messages. Language, both written and spoken, has become for many sensitive or alienated youths just a hypocritical game: a means to falsify, for political or personal gain. The TRUTH seems to be in the sensory perceptions now, not in our language. Unrealistic texts and class

discussion based on them, rather than the student's world of experience, has serious implications and can indeed be a cause for the present youth rebellion:

> Young people quickly learn that language in this society is most often a useful vehicle for promoting and protecting their interests and their 'images.' Who can be expected to believe in the more subtle powers of language and the pleasures of contemplation if he feels a paralyzing dissociation of intellectual from emotional responses, as well as a detachment from the larger world? He abandons serious intellectual activity in favor of an unsatisfying cult of experience and emotion.[26]

In light of such grave implications, can educators allow their texts to continue to be out of touch with the twentieth century? If so, how much longer will students listen?

The next step, of course, is to reorganize our public school pattern. Presently it seems locked into the 8-3, and 40-50 minute class time-schedule, with adult night courses occasionally allowed to use the school facilities. Notwithstanding the rhetoric about innovative change and behavioral objectives, little serious attention has been given the restructuring of the school organization. As Sloan Wayland indicates: "there is a wide discrepancy between the freedom a teacher in-training is assured he will enjoy and the actual initiative and autonomy the system allows."[27] A number of distinguished scholars have certainly recognized the distinct lack of any analytical inquiry tradition in our schools. Look at Boston as described by Kozol's <u>Death at an Early Age.</u> Need I say more?

Fred Tonnies, the German sociologist, hits on the basic problem with our organized school system. He states

that "organized society grows out of community and can thrive only so long as the spirit of community pervades and vitalizes it."28 The students obviously cannot escape the community which he lives in, yet, when he enters the schoolroom, reality is thrust aside. The black youth is not allowed to study black poets in his English class, as the school board prohibits Langston Hughes. The vocational training does not correspond with actual jobs in the community. The schools don't seem to realize that education is a continuing process: learned on the street just as much as, or much more than, in the classroom. Why this hesitation to shut out the resources and culture of the community?

In a media centered age, the world can be a student's classroom. Can we afford to limit education to the old 8-3 pattern anymore? The challenge for the educational administrators is thus to allow the community "in" to revitalize their schools. The benefits may be surprising: "The present educational problems that are tearing many communities apart would become important activities for community education if there were some channel through which interested citizens could participate in the determination of educational policies."29

Yes, the challenge for the school is to be relevant in educational curriculum and teaching methods and organization. In the years ahead public educational institutions will surely be called upon to serve as the central institutions for American society. Much has to be done to live up to one past President's predictions:

> Tomorrow's schools will be schools without walls: a school built of doors which open to the entire community. Tomorrow's schools will reach out to the places which enrich the human spirit--to the museums, theaters, art galeries, to the parks and rivers and mountains. It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories, so that the world of work will be the center of community life; for grown-ups as well as children; a shopping center of community services. It might have a community health clinic, a library, a theater and recreation facilities. It will provide formal education for all citizens . . . . It will employ its buildings around-the-clock and its teachers round-the-year.[30]

But to be central, the educational institution must first be relevant. It must build on and build up the values and current life style of its constituents. To enable its students to be flexible, to make competent, realistic decisions amidst a complex world will in turn require flexibility and inquiry approaches and a willingness to experiment on the part of our educators. In the past we have attempted largely to control students. Now let us attempt to provide an education for their needs. If we succeed, the drop-out problem and the perturbing urban school situation may resolve themselves. And education, for our public institutions, will be but one continuing process from childhood through adult life. If we are very successful, education may even be a continuous life style.

Footnotes

1. George F. Aker and Toni Powell, "Developing and Managing Adult Basic Education Programs," Florida State University unpublished document (March 1970), p. 5.

2. Robert E. Finch, "Introduction" in Nathan C. Shaw, ed., Administration of Continuing Education (National Association for Public School Adult Education: Washington, D.C., 1969), p. 2.

3. Aker and Powell, p. 9.

4. David Wellman, "Putting on the Youth Opportunity Center," in Lee Rainwater, ed., Soul (Aldine Publishing Co.: 1970), pp. 93-115.

5. Tape recording of an address by Charles Brown of an address, "Criteria for Relevancy," presented for the Ford Foundation.

6. John I. Goodlad, as quoted in Raymond T. McCall and Robert F. Schenz, "Planning a Balanced Curriculum," in Shaw, ed., Administration of Continuing Education, pp. 160-179.

7. Byron G. Massialas, Education and the Political System (Addison-Wesley Publishing Company: Reading, Mass., 1969), p. 37.

8. Ibid., p. 32.

9. Frederick R. Smith and C. Benjamin Cox, New Strategies and Curriculum in Social Studies (Rand McNally & Co.; Chicago, 1969), p. 60.

10. John W. Dykstra, "Imperative: Education for Reproductive Responsibility," Phi Delta Kappan, XLIX, No. 9 (May, 1968), pp. 503-506.

11. The ETS survey as reported by the New York Times article, "Methods are Found in Study," July 20, 1969.

12. Massialas, p. 61.

13. Joseph S. Junell, "Can Our Schools Teach Moral Commitment," Phi Delta Kappan, L, No. 8 (April, 1969), pp. 446-451.

14. Unpublished book review by Franklin Parker, West Virginia University, of Harold Taylor, Students Without Teachers: The Crisis in the University, p. 1.

15. Smith and Cox, p. 67.

16. Ibid., p. 70.

17. Ibid., p. 80.

18. John I. Goodlad, "The Schools vs. Education," Saturday Review, (April 19, 1969), pp. 59-60, 80-82.

19. John Holt, The Underachieving School (Pitman Publishing Co.: New York, 1969), p. 17.

20. Goodlad, "The Schools vs. Education," p. 60.

21. Claude Brown, Manchild in the Promised Land (The Macmillan Co.: New York, 1966), p. 149.

22. Ibid., p. 151.

23. Refer to the American School Board Journal 153:2 (October, 1966), for their "Dropout Study."

24. Carl E. Minich, "Major Curriculum Areas and Program Concerns," in Shaw, Administration of Continuing Education, pp. 180-199.

25. Aker and Powell, p. 23.

26. Peter Clecak, "The Snare of Preparation," American Scholar (Autumn 1969), pp. 657-667.

27. Sloan Wayland, "The Teacher as Decision-Maker," in A. Harry Passow, ed., Curriculum Crossroads (Bureau of Publications, Teachers College, Columbia University, 1962), pp. 41-52.

28. Samuel E. Hand, "Identification of Needs and Resources," in Shaw, Administration of Continuing Education, pp. 138-158.

29. Dean Ernest O. Melby, as quoted in Hand, "Identification of Needs and Resources," p. 149.

30. Lyndon B. Johnson (1966) as quoted in McCall and Schenz, "Planning a Balanced Curriculum," p. 160.

PRELIMINARY INSTITUTE EVALUATION

To provide feedback for use in future planning for National Institutes and to ascertain the effectiveness of this one, participants were asked to complete and return an evaluation form (see Appendix A) at the close of the Institute. The form was developed by Alan Knox and the narrative summary of the data obtained was prepared by Calvino Guimaraes. Following are the results of the evaluation.

Evaluation Summary

Two areas were assessed at the end of the Institute:

(a) participants' satisfaction

(b) participants' feelings of whether the Institute met their objectives

After the last session, a questionnaire was distributed among the participants. Twenty-eight returned the questionnaire.

Results

The intention of the evaluation was first to measure the degree to which the Institute fulfilled the participants' own objectives, i.e., did the Institute provide the participants with the experiences they hoped to obtain from it?

From the answers given on the questionnaire, almost all of the participants' objectives could be placed into five categories:

1. Acquiring new capabilities in ABE that they did not possess before
2. Strengthening already possessed skills and capabilities
3. Sharing relevant information (giving and/or receiving) about each other's programs
4. Coming to know other people working in the field of Adult Education
5. Becoming aware of trends in ABE

Of these five categories two were most popular: "Sharing information about each other's program" and "Becoming aware of trends in ABE." All the other categories, however, were also markedly present. There were a few objectives that could not be placed in any of the above categories; two participants wanted to become acquainted with the Adult Education graduate program at F.S.U., and a third one wanted to "gain a feel for the value of ABE."

Below are some of the objectives as stated by the respondents:

Category 1:

a. Learn how to evaluate local programs
b. Gain knowledge on evaluation
c. Learn methods and techniques to solve problems associated with state and local reorganization
d. Assistance in providing better programs in my state

e. To gain knowledge and understanding about ABE from the outstanding Adult Education leaders

Category 2:

a. How to better reach and hold illiterates and low literates

b. Curriculum that will help adults improve life styles

c. More about funding

d. To get better prepared to work with state and local staff members of ABE programs

Category 3:

a. Sharing experiences, ideas, plans to snitch as many as possible to improve our state program

b. Learn what the states are doing in the field of Adult Education

c. Gain knowledge about the operation of ABE programs of the different states that were present

d. Share ideas with other state directors and project directors

e. Learn about other ABE programs

f. Ideas from other group members; find out what they were doing and what kinds of interagency involvement was taking place

g. Insight into how state directors administer ABE programs; discuss possibility of cooperative efforts with other states

h. Swap shop of ideas with peers -- Exchange of ideas

i. Better understanding of the philosophy, problems and abilities of fellow state directors; methods they use in meeting administrative and supervisory problems

Category 4:

a. Getting to know my counterparts better

b. Communicate with other regional staff

c. Establish better relationship with state directors

d. Opportunity to work with outstanding leaders in the field of Adult Education

e. Developing working relationship with other state directors

f. A chance to get to know other participants

Category 5:

a. Information from "Feds" pertaining to ABE plans and programs

b. A look at the future for ABE

c. What states are planning for the next few years

d. Learn how sensitive and relevant ABE was becoming to the needs of the disadvantaged

e. What we will have to do in the 70's and 80's to effectively meet the objectives of "our AE program," "the students' objectives," community, state and national objectives

There appeared to be almost complete unanimity among the respondents as to the success of the Institute. When asked if the Institute helped them achieve their objectives, the participants were given five alternative answer choices:

1. not at all
2. in a few ways
3. in several ways
4. many objectives were achieved
5. almost entirely

Of all the respondents 75 percent marked 4 or 5, and 25 percent marked 3. No one marked 1 or 2 which probably indicates that the participants' expectations were highly satisfied and most of their objectives were met.

The second area the evaluation attempted to measure was the general feeling of the participants in regard to both the administrative arrangement and the content of the Institute.

Also here, the participants' reactions were highly favorable. Here are some of the reactions:

1. As to the length of the Institute, 32 percent of the participants felt that it should have been

shorter, and 68 percent found it to have been of about the right duration.

2. One subject found the uncommitted time to be more than necessary, 72 percent thought they had the right amount, and 25 percent decided that they could find use for a few more free hours.
3. The physical arrangements for sleeping, rooms, meals and meeting rooms were considered satisfactory or excellent by all the participants.
4. Ten percent considered the number of formal presentations to be too few, 72 percent found it to be about right, and 18 percent would rather have had fewer.
5. As to the success of the formal presentations, 14 percent found them of little value and 86 percent agreed in that they had some or much value.

As demonstrated above,the administrative and physical aspects of the Institute were quite satisfactory and met the expectations of the audience. Equally praised was the content of the program. All the respondents' reactions to the content were distributed along a scale ranging from poor to excellent. The computation yielded the following results:

Excellent	-	33 percent
Good	-	54 percent
Average	-	7 percent
Limited	-	3 percent
Poor	-	3 percent

The data in this table suggest that 94 percent of all respondents felt that the time, money and effort spent in the two weeks were worthwhile and only 3 percent were dissatisfied.

The Institute planners established their criterion for measuring success as 80 percent satisfaction of the participants, i.e., the Institute would achieve the planner's objective if no less than 80 percent of the participants were satisfied.

The theoretical distribution, then, for this population was:

Excellent	-	20 percent
Good	-	60 percent
Average	-	10 percent
Limited	-	5 percent
Poor	-	5 percent

The comparison between these two populations is as follows, using the X^2 one-sample test:

	Observed	Expected
Excellent	33	20
Good	54	60
Average	7	10
Limited	3	5
Poor	3	5

The computation of these expected and observed values yielded a $X^2 = 11.55$.

A X^2 of 11.55 with 4 degrees of freedom at the .01 level of significance shows that there is no significant difference between the expected results and those obtained after the Institute. There is, however, some difference in favor of the observed values.

In general, the Institute was highly successful as measured by the participants' reactions to all aspects of the meetings. The participants' own objectives were satisfied and the administration's expectations were met to a large extent.

One aspect that is particularly noteworthy is the one related to the willingness of the state directors to change their methods of work as a result of their participation in the Institute.

When asked if they expected to do anything differently upon returning to their jobs than would probably have been

the case if they had not attended the Institute, all but one in the entire sample marked yes. Below are some of the things they expect to do as a direct consequence of attending the Institute:

1. Attempt to develop an internship for learning center staff
2. Reactivate Advisory Board, contact agencies which supply services to ABE participants, and contact agencies which are now offering basic education
3. Make adjustments in proposals for program funding
4. Take a more active role in coordinating activities with other ABE agencies within my state, promote the graduate programs in adult education
5. Try to improve the image of the adult program
6. Try to have a conference of all agencies with ABE programs in my state, involve local superintendents to a greater extent
7. Have a superintendents in service training program
8. Work on staff development at all levels
9. Hope to be more "sapiential" in dealing with our own staff
10. Revitalize our teacher training seminars, and institute an ABE internship
11. Establish better relations with those with whom I work

12. Work with local directors on evaluation
13. Put one of the staff development proposals into operation in one district in our state
14. Exercise more control over evaluation
15. Improve the evaluation process in the local ABE program, and provide better area workshops for teacher and staff training at various areas in the state
16. Establish an organized orientation program for our new local administrators
17. Open up new categories of communication
18. Will try out new ABE ventures, even at risk of some "mis-firings
19. Will push hard to get full-time directors in larger communities
20. Prepare mini-labs

Other observations relevant for future planners

The administrative aspects of this type of gathering are extremely important to its success. In this particular case the Institute planners were unusually successful with the approach they used. The Institute was not so long as to create an excessive amount of anxiety among the participants who might feel that some of their plans, projects and even personal interests were being jeopardized by a prolonged absence from the focus of their activities.

All the participants were very pleased to find that some free time was allowed for them to take care of personal matters or to engage in recreational activities.

One thing that the participants particularly enjoyed was the small number of formal presentations. There were several guest speakers,but only one or two presented their materials in a typically authoritarian way. All of the others were advised to conduct their presentations in an informal, relaxed, and democratic fashion and so they did.

One interesting observation made from the questionnaires was the fact that a vast majority of the participants (almost every person that was not in the human relations group) would rather not participate in the non-task oriented sensitivity training group (group 4) but all that were in it enjoyed the experience to a great extent.

Attendance at the meeting was at a peak with 94 percent of the participants attending all the sessions.

CONCLUSIONS

The information generated by the Institute has many implications for future national, regional, state, and local in-service training programs as well as for the role of training institutions (colleges and universities) in establishing the necessary capabilities for the preparation and in service training of adult educators.

Perhaps the most significant outcome of the Institute will be the implementation of the plans of action as developed by the State Directors of Adult Education for expanding, strengthening and improving ABE. Full implementation of these plans would result in:

(1) creative and more effective utilization of resources presently used in ABE.

(2) identification and utilization of human, physical, and organizational resources (at national, regional, state, and community levels) pertinent to,but not now generally used in ABE.

(3) new and innovative approaches in cooperation and coordination between State Departments of Education, Colleges and Universities, The U.S. Office of Education, professional associations, community based personnel, and national ABE data collection and information distribution centers for:

(a) expanded and more effective systems of staff training

(b) increased and improved use of para-professionals

(c) more efficient exchange and utilization of information generated through practice, research and demonstration projects

(d) improved systems for common and centralized data collection which will enhance the quality and effectiveness of evaluation and provide a basis for comparative studies.

(4) establishment of new patterns for ABE in which public schools will be intimately linked to other organizations and agencies (businesses, industries, welfare programs, libraries, community colleges, voluntary organizations) so that each may further the capabilities of the other for a total attack on undereducation.

A second and perhaps equally important outcome of the Institute was that the State Directors of Adult Education increased their individual capabilities for creative thinking, for applying higher order cognitive operations to the identification and solution of highly complex problems, for communicating with and understanding other persons within as well as outside of the framework of their own organizations, for appreciating and respecting one another (for their differences as well as for their

shared concerns) and the magnitude and importance of their roles as key agents for desirable social change.

Practical as well as theoretical benefits should accrue from the project as new avenues for communication and cooperation develop between the key administrators responsible for organizing and implementing ABE programs and behavioral science researchers who are developing new theory and knowledge upon which the practice of ABE is based.

Of theoretical as well as practical importance has been the testing and validation of the Institute designed as a model for securing substantial changes in administrative behavior of the State Directors and in their interpersonal perceptions of their professional roles as change agents, facilitators, energizers, coordinators, trainers, resource and community development specialists and evaluators.

The most important phase of the Institute was perhaps the two-week residential workshop which provided a wide range of human and material resources representing most of what is known about ABE and relevant areas of the behavioral sciences. Specialists and resources on community organization and inter-agency cooperation, on administrative science and managerial development, and on leadership development, communications, and human relations were available during the workshop. One of

the primary tasks of the participants, alone and in groups, was to learn how to use these resources in furthering their capabilities to effectively deal with a variety of important programs. Evaluative data suggest that the participants learned to perform such tasks at a high level of proficiency.

It is believed that the State Directors discovered for themselves the major obstacles and problems which are reflected in poor or non-existent coordination of efforts, in low quality programs, in drop-outs, in dissatisfied staff, and in failure to effectively apply the knowledge which already exists. They have now moved forward to develop and create imaginative solutions to these problems.

The overall significance of the Institute will be measured in terms of the changes which actually occur in ABE in terms of greater participation, improved performance on the part of students and instructional staff, more adequately prepared staff, the creation and implemention of new systems for wider involvement of community agencies in ABE, and a greatly increased rate of accomplishment in the elimination of adult illiteracy and its attending problems.

A PROPOSED PHILOSOPHY OF ADULT EDUCATION

AS IT RELATES TO ABE

With the general acceptance today of the universality of secondary education for all citizens, there must be a determined effort on the part of those responsible for adult education to develop a process wherein an adult may move at his own rate, under his own power, experiencing continuing success and reinforcement, and in which instruction is directly related to his interests and skills. The adult must be able to enter the process at any point, stay as long as he desires, withdraw without penalty, receive recognition for his accomplishments through regular feedback about his demonstrated competencies rather than through marks in terms of clock hours or memorization, and in which environment he finds satisfaction and rewards.

An environment so constructed recognizes and builds upon past experiences, is relevant to adulthood, will encourage chances for success, and will in turn enable the adult to become a wiser consumer, a more productive citizen, a better parent, to make a better living and to enjoy life more fully. Such a structure (environment) will compel members of Departments of Adult Education in Universities to provide teacher preparation programs which will insure an adequate supply of properly prepared educational agents.

####################

Following is a sample copy of the Institute program as it was conducted in April 1970 (Appendix A).

Appendix F identifies the national leaders who represented the participants in the Institute who were primarily responsible for producing the concepts, ideas, and recommendations contained in this document. In Appendix G are listed the members of the Institute staff, all of whom gave unhesitantly of their time and energies.

APPENDICES

APPENDIX A

INSTITUTE PROGRAM

THE NATIONAL INSTITUTE FOR RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION

- Program Outline -

Florida State University
Tallahassee, Florida
April 6-17, 1970

Director: Dr. George F. Aker
Professor of Adult Education
Florida State University

Co-Director: Dr. Wayne L. Schroeder
Professor of Adult Education
Florida State University

Conducted and Sponsored Through The
Cooperation of

The Division of Adult Education Programs
Bureau of Adult, Vocational and Technical Education
Office of Education
U.S. Department of Health, Education and Welfare

and

The Department of Adult Education, College of Education
Florida State University

and

The Office of Continuing Education
Florida State University

Introduction

The National Institute on Resource Development and Utilization in Adult Basic Education is based upon three assumptions.

(1) Resources (human, physical and economic) must be vastly expanded if the goals of adult basic education are to be achieved.

(2) There exists in every community a relatively large number of resources for implementing and expanding ABE.

(3) The State Directors of ABE as key agents of educational-socio-community change have a unique challenge to create new ideas and systems and to innovate new arrangements to provide the necessary resources for high quality, expanded, and critically needed programs of adult basic education.

The efforts of the Institute Staff and the State Director participants are dedicated to one of our greatest American resources--our population of more than 20 million adults who are moving toward the basic level of education required by all if a free nation is to remain so, and if it is to acquire the capacity for continuous improvement and self-renewal.

- Program Schedule -

(Unless otherwise indicated, all sessions will be held in the facilities of the Driftwood Motel, adjacent to the Florida State University campus)

Sunday Afternoon, April 5

1:00-4:00 - Staff Briefing

Sunday Evening, April 5

--Participants arrive

--Registration

--Informal get acquainted sessions.

Monday, April 6

8:00- 9:00	-	Breakfast
9:00- 9:30	-	Introductions and Orientation
9:30-10:00	-	Welcome to Florida and to Tallahassee --The Honorable Claude R. Kirk Governor, State of Florida (Represented by Dr. William Maloy)
10:00-10:20	-	Break
10:20-12:00	-	Robert Theobald --"Adult Education and the Nature of Change Through 1995"
12:00-12:30	-	Participants develop questions generated by morning discussion.
12:30- 1:30	-	Lunch (informal discussions on social and educational change)
1:30- 2:00	-	Response to questions by Mr. Theobald and panel --Panel members: Irwin Jahns, Ronald Shilen, James Dorland, Michael Tremor
2:00- 3:00	-	Participants select and assigned to Work-Study Groups--get acquainted with Group Facilitators.
3:00- 5:00	-	Tour of FSU campus and facilities
5:00- 6:00	-	Free (Staff briefing)
6:00	-	Dinner (Guest - Mr. Paul Delker, USOE)
Evening	-	Get acquainted better!

Tuesday April 7

8:00- 9:00 - Breakfast (Guest - Dr. Robert Stakenas,Director, Research and Development Center, Florida State University --"Approaches to Problem Solving")

9:00-12:00 - Clarification and direction of Institute Goals and Work-Study group assignments
--George Aker
Wayne Schroeder
Toni Powell
Gerry Hanberry

Clarification of Group Tasks, responsibilities, and procedures by Group Leaders

Group 1. "Creating Career Opportunities for Participants"
(a) Vertical opportunities for ABE participants

(b) Relationships with the private sector

(c) Linkage to economic development and job placement

Leader: William Dowling (Ohio State)
Staff Associate: Toni Powell (FSU)
Consultant: Sam Hand (FSU)

Group 2. "Resources for Cooperation-Coordination-Integration"
(a) Coordination of efforts with other public community agencies

(b) With other Federal ABE programs

(c) Duplication of efforts

(d) Relationships Between State-wide Programs and "Special Projects"

Leaders: Donald Butcher (Michigan)
Curtis Ulmer (Univ. of Georgia)
Staff Associate: Frank Semberger (FSU)
Consultant: Irwin Jahns (FSU)

Group 3. "Resources for Staff Development"
(a) Supervisors

(b) Consultants and trainers

(c) Program Specialists

Leader: Burton Kreitlow (Univ. of Wis.)
Staff Associate: Brent Halverson (FSU)
Consultant: Andrew Hendrickson (FSU)

Group 4. "Resources for Participation and Communication"
(a) Improving interpersonal relations

(b) Use of advisory committees

(c) Minority groups

(d) Participant involvement

Leaders: 1st Week Wayne Richards (Univ. of Fla.)
" " Kenneth Gordon (Indiana Univ.)
2nd Week Malcolm Knowles (Boston Univ.)
Staff Associate: Calvino Guimaraes (FSU)
Consultant: Wayne Schroeder (FSU)

Group 5. "Resources for Meaningful Evaluation of Efforts"
(a) Creating goals and objectives

(b) Measurement and appraisal

(c) Feedback and program improvement

Group Leader: Alan Knox (Teachers College, Columbia Univ.)
Staff Associate: Gerry Hanberry (FSU)
Consultant: Roy Ingham (FSU)

Group 6. "Resources for Program Promotion and Implementation"
(a) Changing Public Image of Adult Education

(b) Changing Local Community Awareness of and support for ABE

(c) Developing comprehensive AE program for all citizens

Leader: Glenn Jensen (Univ. of Wyoming)
Staff Associate: Millard Blakey (FSU)
Consultant: Ed Smith (FSU)

12:00- 1:00 - Break

1:00- 2:00 - Lunch (Guest - Ronald Shilen, Consultant
--Discussion on professional development for ABE and AE)

2:00- 3:00 - Work-Study Groups, ideation sessions

3:00- 3:30 - Break

3:30- - Work-Study Groups, task clarification and goal setting

6:00 - Dinner (Guest - Jim Dorland, Executive Director, NAPCAE
--Discussion - Role of Professional Associations in ABE)

8:30 - Swimming Party and Social at Chateau DeVille

Wednesday April 8

8:00- 9:00 - Breakfast (Guest - Mr. Felipe Gonzales, Southwestern Cooperative Educational Laboratory, New Mexico --Discussion - Role of Special Projects)

10:00-12:30 - Group Research Activities
ABE Resources Defined and Identified

1:00- 2:00 - Lunch (Guest _ Dr. J. Stanley Marshall, President Florida State University --Informal discussion "Role of Universities in R&D in Adult Basic Education")

2:00- 5:00 - Groups in Workshop Activities

6:00 - Dinner (Guest - Robert Luke, Director, Department of Adult Education, NEA --Discussion - ABE in perspective)

Evening - National Council of State Directors Meeting

Thursday April 9

8:00- 9:00 - Breakfast (Guest - Dr. George Eyster, Executive Director, ABE Demonstration Center, Morehead State University.
--Discussion - Creative Management via PPBS-PERT)

9:00-12:00 - Work-Study Groups
(Preliminary plan writing)

1:00- 2:00 - Lunch (Guest - Burton Kreitlow
--Discussion - Leadership for action in community change)

2:00- 5:00 - General Session
Simulation Learning for Problem Solving in Adult Education
--Wayne L. Schroeder and John C. Snider

6:00 - Dinner - Participants should eat in the regular motel restaurant on an individual basis rather than in banquet room.

7:00 - Robert Woods, Special Project Director, University of Texas
"Teacher Awareness Package for State ABE Programs"
Room 201 - College of Education

Friday April 10

8:00- 9:00 - Breakfast (Guest - McKinley Martin, Multi-Racial Corporation
--Discussion - Total Agency Effort in ABE)

9:00-12:00 - Workshop Buzz Sessions

1:00- 2:00 - Lunch (Guest - William Dowling, Professor of Adult Education, Ohio State University
--Discussion - The Real Issues in ABE)

2:00- 5:00 - Work-Study Groups - final determination of projects and responsibilities

6:00 - Dinner

Evening - Free Time

Saturday April 11

Breakfast - 8:00

Morning - Golf Tournament

Other arranged for or unplanned recreation

Lunch - 1:00

Leave Motel 2:30 p.m. -- Host Mr. James Fling and Florida State Department of Education

-- Beach Party and Seafood Cookout - Fling's Beach House Alligator Point on the Gulf.

Sunday April 12

RELAX!!

Breakfast at 8:00

Lunch at 1:00

Dinner at 6:00

Sun and Flowers

Tallahassee Tours

Monday April 13

8:00- 9:00 - Breakfast (Guest - Dr. Joseph Paige, Dean
Continuing Education,
Federal City College
--Discussion - Role of Minority
Group power in ABE and ABE
to change life in the Ghetto)

9:00-12:00 - Study-Group writing workshop

1:00- 2:00 - Lunch (Guests - Honorable Floyd Christian
Commissioner of Education,
The State of Florida; and

Dr. Carl Proehl, Director,
Division of Vocational, Technical
and Adult Education, Florida
State Department of Education)

2:00- 5:00 - Study-Groups--Planning for Action

6:00- 7:00 - Dinner (Guest - Alan Knox, Professor of
Adult Education, Teacher's
College
--Discussion - The use and abuse
of evaluation)

Evening - Informal group discussions on emerging plans
for innovative resource development.

Tuesday April 14

8:00- 9:00 - Breakfast (Guest - Dr. T. Antionette Ryan, University of Hawaii--ABE in the field of corrections. Bob James, Director, Center for Learning and Educational Development, Marks, Mississippi

--Discussion - Resources for improving life among the rural poor)

9:00-12:00 - Work-Study Groups

1:00- 2:00 - Lunch (Guest - Malcolm Knowles, Professor of Adult Education, Boston University

--Discussion - The creation of new ideas for ABE)

2:00- 5:00 - Work-Study groups

(Crystallize new plans and strategies)

6:00- 7:00 - Dinner (Guest - Glen Jensen, Professor of Adult Education, University of Wyoming

--Discussion - ABE for social sensitivity, public awareness and responsible participation)

Evening: State Directors meet with their Regional Program Officers

Professors of Adult Education meet with graduate student Colloquium. Time and place to be announced.

Wednesday April 15

8:00- 9:00 - Breakfast (Guest - Jules Pagano, Executive Director, AEA-USA
--Discussion - "What ABE is, What it Ought to be, What it Must Do")

9:00-12:00 - Work-Study Groups
Fast, furious and Final Report Writing

1:00- 2:00 - Lunch (Guest, John Lunstrum, Associate Dean, College of Education, Florida State University
--Discussion - Relationship between youth education and adult education. New Challenges for our public schools)

2:00- 5:00 - Groups complete their group reports and individual plans for implementation

6:00- 7:00 - Dinner (Guest - Sam E. Hand
--Discussion - Public School AE Past-Present-Future)

Evening - Selected State Directors meet with Graduate Student Colloquium. Time and place to be announced.

Thursday April 16

8:00- 9:00 - Breakfast (Guest - Dr. Theodore Pinnock
Tuskegee Institute
--Discussion - Reorganize ABE to meet the needs, problems, hopes and interests of its audience)

9:00-12:30 - Feedback and presentations from Work-Study Groups #1 and #2.

1:00- 2:00 - Lunch (Guests - Professor Phil Pumerantz
Professor of Adult Education, University of Bridgeport
--Discuss forthcoming Administrators Institute)

- Professor Ray Ast, Director of Adult Education, Montclair State College, Upper Montclair, New Jersey
--Discuss forthcoming ABE Institute on Materials and Media

3:00- 5:00 - Feedback and presentations from Work-Study Group #3

6:00- 6:30 - Dinner - Participants should eat in regular Motel restaurant on an individual basis rather than in banquet room.

6:30- 8:30 - Feedback and presentations from Work-Study Group #4. This session will be held in Room 275 Chemistry Lecture Hall on FSU campus.

Friday April 17

8:00- 9:00 - Breakfast (Participant Reaction to Group 1-2-3 and 4 plans)

9:00-12:30 - Feedback and presentations from Work-Study Groups #5 and #6.

1:00- 2:00 - Lunch (Participant reaction to Groups 5 and 6 plans)

2:00- 3:00 - Evaluation, critique and Recommendations

3:00 - Bon Voyage

Adios

Go well--stay well (and come back, ya all!!)

Institute Resources and Facilities

Each work-study group will be provided with a group leader, part-time consultant and staff associate. Their responsibilities are to:

(1) facilitate the communication process

(2) help generate ideas

(3) find information which the group needs

(4) help maintain direction and clarify goals

(5) provide feedback about progress (or lack of it)

(6) advise or counsel in the development of specific written plans of action for new and creative uses of resources in ABE.

Among the resources of the University available to the participants are:

University Library
Gymnasium
Golf course
Swimming pool-student union, bowling alley, etc.
Offices of the Department of Adult Education
ABE Materials Center
ABE Research Files

Each group will be provided with necessary office supplies, tape recorder and secretarial service.

In addition, each group will have its own collection of special materials relating to the broad and specific goals of the Institute. Individual participants will be provided a packet of more specialized materials (booklets, mimeographs, monographs, etc.) relevant to their various concerns in ABE.

A special R&D vertical file will be maintained in the staff headquarters office (Room 121). This file has been designed around the Work-Study Group topics and the priority problem areas in ABE as determined by a recent survey of the State Directors and by consultant teams.

If participants have need for more specialized materials or equipment, they should advise their leaders accordingly and we'll do our best to supply these needs.

APPENDIX B

EVALUATION FORM

THE NATIONAL INSTITUTE FOR
RESOURCE DEVELOPMENT AND
UTILIZATION IN ADULT BASIC EDUCATION

Instructions - Please respond to the questions on this form in a way that reflects your reactions to the institute and its value to you. You do not have to indicate your name. Be as frank as possible, because only through constructive criticism can the activities related to this and similar institutes be improved. If any item does not allow you to accurately express your reactions, write a brief note near the item to do so.

If you attend the evaluation session on Friday morning, April 17, leave this completed form with George Aker before lunch. If not, please send the completed form to George during the next day or so.

* * * * * * * * *

1. Thinking back to the start of the Institute, what few benefits did you most hope to gain by participation?

2. Check the one phrase that best indicates the extent to which participation in the Institute helped you to achieve your objectives in attending.

not at all . . . . . 1( )
in a few ways. . . . . 2( )
moderately, in several ways. . 3( )
many objectives were achieved. 4( )
almost entirely. . . . . 5( )

3. Write below the one word that best expresses your general feeling about this workshop.

_____

4. Write below the one word that best expresses your reaction to the content at this workshop.

_____

5. What types of information, if any, would you liked to have received before you arrived at the Institute?

6. For each of the following aspects of the Institute check the one phrase that best indicates your reaction to that aspect.

a. The length of the Institute
should have been short . . 1( )
about right. . . . . 2( )
should have been longer. . 3( )

b. Proportion of uncommitted time during the week days and weekend
should have been less. . . 1( )
about right. . . . . 2( )
should have been more. . . 3( )

c. The physical arrangements for sleeping, rooms, meals, meeting rooms at the motel.
poor, less than adequate . 1( )
satisfactory . . . . . 2( )
excellent. . . . . 3( )

d. The number of formal presentations (such as talks at meals)
too few. . . . . 1( )
about right. . . . . 2( )
too many . . . . . 3( )

e. The value of the formal presentations to you
little or none . . . . . 1( )
some . . . . . 2( )
much . . . . . 3( )

7. With which one of the six work-study groups did you primarily meet (check one)

Group 1, Career Opportunities . . .1( )
Group 2, Cooperation, Coordination 2( )
Group 3, Staff Development. . . . .3( )
Group 4, Participation Comm . . . .4( )
Group 5, Evaluation . . . . . .5( )
Group 6, Program Promotion. . . . .6( )

8. Most of these groups met about a dozen times during the two weeks, for several hours at each session. About how many of the sessions did you attend?

only 1 or 2 . . .1( )
between 3 and 5 .2( )
between 6 and 8 .3( )
9 or more . . . .4( )

9. Check the one phrase that best expresses value of the experience in your small group to you.

a waste of time . . . . . .1( )
of some value but not worth the time spent . . . . . .2( )
very beneficial . . . . . .3( )
of exceedingly great value. . . .4( )

10. Group 4 has been involved in an inter personal relations experience, which was non-task oriented. Would you have liked to have had this type of experience with inter-personal relations training during this two weeks. (Non-task oriented)

yes . . . . . .1( )
no. . . . . .2( )

11. Do you expect to do anything differently when you return to your job, than would probably have been the case if you had not attended the institute?

yes . . . . . .1( )
no. . . . . .2( )

(If yes) list below the one or two most important things that you plan to do as a result of this Institute.

12. Of the 10 days of the Institute, in how many were you in attendance?

1 or 2 . . . . . .1( )
3 or 4 . . . . . .2( )
5 or 6 . . . . . .3( )
7 or 8 . . . . . .4( )
9, 10, 11. . . . . .5( )

13. Check the one phrase that best describes your major professional <u>role</u> related to adult education.

Staff, State Education Department ABE unit. .1( )
Other State Education Department position . .2( )
Administrator of other ABE program project. .3( )
Professor of Adult Education. . . . . .4( )
Other institute staff . . . . . .5( )
_____ Other. . . .6( )
(specify)

14. For how many years have you had direct contact as an administrator with Adult Education programs, of any type?

less than 2. . . . . .1( )
2 - 5. . . . . .2( )
6 - 10 . . . . . .3( )
more than 10 . . . . . .4( )

APPENDIX C

NATIONAL SURVEY OF CRITICAL PROBLEMS IN ADULT BASIC EDUCATION

Department of Adult Education
Florida State University
Tallahassee, Florida 32306

November 10, 1969

Background:

The objective of the National Institute on Resource Development and Utilization in Adult Basic Education is to significantly increase the quality and quantity of ABE by developing or exploiting potential and actual physical, material, human, institutional, and economic resources.

The State Directors of Adult Education as catalysts, decision makers, leaders and managers, are the primary agents for achieving the goals of adult basic education. Consequently, the National Institute is designed to bring the State Directors together so that their individual and collective knowledge, experience and creativity will have the greatest possible impact on the field of adult basic education. To further this aim it is asked that you fill out the following form and return same to:

Department of Adult Education
National ABE Institute
Florida State University
Tallahassee, Florida 32306

QUESTIONNAIRE

NATIONAL INSTITUTE FOR RESOURCE DEVELOPMENT
AND UTILIZATION IN ADULT BASIC EDUCATION

Name_____ Date_____

Title_____
_____
_____

Business Address_____ Phone_____
_____
_____

1. Are you a member of the National Council of State Directors of Adult Education? ____Yes ____No

2. Do you consider yourself to be the Chief Administrative Officer responsible for implementing adult basic education throughout your state or territory? __Yes__No

   If your answer to item #2 above is Yes, please go to item #4.

3. If answer to item #2 above is No please identify the person who is primarily responsible for the administration of adult basic education in your state or territory?

   Name_____

   Title_____
   _____
   _____

   Business Address_____
   _____
   _____

4. Please identify the chief school officer (Superintendent, Commissioner, etc.) to whom you are ultimately responsible:

   Name_____

   Title_____
   _____
   _____

B Business Address_____
   _____

5. Are you directly and immediately responsible to someone other than the person listed in item #4 above? __Yes__No

If Yes, please identify this person.

Name_____

Title_____
_____
_____

Business Address_____
_____
_____

6. Following are several roles which most State Directors occupy. Please rank these roles in order of importance (from 1 to 8) as they apply to your work. (1 = of most importance, 8 = of least importance)

_____Manager
_____Trainer
_____Planner
_____Decision Maker
_____Delegator of Responsibility
_____Coordinator
_____Program Development Specialist
_____Action Researcher
_____Other. (Please identify)_____

In which of the above roles <u>do you now</u> devote most of your time?

_____

Given optimum resources, in which of the above roles <u>should</u> <u>you</u> devote most of your time?_____

7. Following are selected problem areas in ABE. Please indicate your perception of the importance of each area by placing an (X) after each item.

Problem Area	Very Impt.	Import-tant	Some Impt	Of No Impt.
Coordination of Efforts with other public community agencies (HUD, Labor, Health, OEO)				
Meaningful evaluation of efforts				
Teacher turnover				
Bureaucratic Red Tape				
Social/Ethnic/Racial Discrimination				
Staff development for supervisors, consultants & Program specialists				
Need for teacher trainers				
Recruitment of ABE participants				
Local community awareness of and support for ABE				
Teacher training				
ABE materials				
Action or field research				
Basic research				
Use of and career ladders for paraprofessionals in ABE				
Career opportunities for adult education administrators				
Career opportunities for ABE teachers				
Vertical opportunities for ABE participants (High School programs, Vo-tech programs, etc.)				

Problem Area	Very Impt.	Impor-tant	Some Impt.	Of No Impt.
Planning-Programming-Budgeting Systems approach to ABE				
Status of ABE in the State Organization				
Freedom to experiment and inno-vate through Public School ABE				
Knowledge of Federal Financial Procedures (letter of credit, funding cycles, etc.)				
Program Promotion				
Use of advisory groups				
Knowledge of other Federal ABE programs which have ABE impact				
Training in Creative Leadership for Administrators				
Cooperation of colleges and universities for training and research in ABE				
Capabilities of college and universities to assist State Department in ABE				
Human relation skills on part of State administrative staff and local directors				
Image of adult education held by the public				
Clarification of roles and responsibilities of State Directors				
Relationships with the private sector (business and industry) in ABE				
Certification for ABE teachers				

Problem Area	Very Impt.	Impor-tant	Some Impt.	Of No Impt.
Full use of educational resources in the community				
Duplication of effort in ABE by a variety of agencies				
Linkage of ABE to economic development and job placement				
Need for a practical and relevant curriculum in ABE				
ABE for special audiences (corrections, parents, hospitals, mental institutions, young adults, part-time workers, older persons, etc.)				
ABE for wage earners in consumer education, protective services, etc.				
Use of "Volunteers" in ABE				
Relationships between "Special Projects" and State ABE programs				
Knowledge and leadership skills required to serve as legislative change agent to fit the "system" to the needs of the program and the people				
Effective and efficient dissemination of ABE research findings to State and Local Directors				
Use of resources within minority groups				
Developing comprehensive program of adult education for all citizens				

Problem Area	Very Impt.	Impor-tant	Some Impt.	Of No Impt.
Long-range planning (Federal-State and Local)				
Community counselling services to disadvantaged adults				

8. Please indicate the extent that you would prefer to devote your time to each of the following activities during the National Institute by placing an (X) after each item.

Activity	Use of Time			
	Much	Some	Little	None
Creativity sessions (processes in generating new ideas, approaches, solutions, etc. to problems and needs)				
Management training (applications of Program Planning and Budgeting Procedures, Program Evaluation Review Techniques, etc.)				
Independent study--reinforced by small group seminars				
Sensitivity training (human relations, understanding others in relation to self, etc.)				
Communication skill development (group dynamics, interpersonal verbal behaviors, analysis of group processes)				
Problem identification and problem solving skill development (task analysis)				

Activity	Use of Time			
	Much	Some	Little	None
Listening to "speakers"				
Setting goals and developing long range plan as a member of a group with common interests				
Working in small groups of 8 to 12				

9. In a few words please identify what you consider to be the one most critical factor which restricts your ability to administer and manage ABE with maximum effectiveness.

_____

_____

_____

Thank you for your time and effort in providing the foregoing information. Any additional information which you may want to contribute will be very welcome.

Please return to: Department of Adult Education
National ABE Institute
Florida State University
Tallahassee, Florida 32306

APPENDIX D

BIBLIOGRAPHY OF MATERIALS AVAILABLE

FOR GROUP STUDY

THE NATIONAL INSTITUTE FOR

RESOURCE DEVELOPMENT AND UTILIZATION

IN ADULT BASIC EDUCATION

Florida State University
April 6-17, 1970

Bibliography of Materials

Available for Group Study

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4.	Administrative Competencies Essential To The Optimum Utilization of Resource Development and Utilization In Adult Basic Education	William S. Griffith
5.	Strategies of Leadership For Adult Basic Education	George F. Aker
6.	The Role of Evaluation in Adult Basic Education	Lois E. Burrill
7.	Connecticut Statewide Adult Basic Education--Able Testing Program	John P. Yates
8.	The Total Federal Effort In Adult Basic Education	No author given
9.	Meeting the Literacy Needs of Undereducated Youth and Adults: What Can and Should Be Done In The 1970's	Edwin H. Smith
10.	The Strengths and Weakness of the ABE Program	Arthur P. Crabtree
11.	The National Institute For Resource Development and Utilization In Adult Basic Education; Bibliography of Materials Available for Group Study	No arthur given
12.	ABE and Media Materials	William J. Quinly
13.	Head Start Supplementary Training: From Aloofness to Commitment	John C. Flynn
14.	Adult Basic Education Issues	Leonard R. Hill

15.	Sequential Research Needs In Evolving Disciplines of Social Practice--A Speculative Theory	Malcolm S. Knowles
16.	New Curriculum Designs For The Culturally Unique	Stephen S. Udvari
17.	Preparation For Employment As A Motivator For Adult Basic Education	Francis Gregory
18.	A Coordinated Approach to Exploiting Federal and Foundation Funds to Serve The Educationally Disadvantaged	John C. Flynn
19.	Teacher-Student Relationships: A Report of Adult Basic Education Research Conducted at The Florida State University	Irwin R. Jahns
20.	The University and The Community	No author given
21.	Cognitive Changes In Adulthood	Rolf H. Monge
22.	A Learning Center Approach To Learning In Adult Basic Education	Wynn D. Wright, Larry S. King, Paulette Hampton
23.	The Culture of Poverty	William Haddad
24.	The Use of University Resources	No author given
25.	Are the Poor Different From You and Me?	Zahave D. Blum
26.	The Eloquence of Behavior	No author given
27.	Training Strategies and Individual Differences	Howard H. McFann
28.	Victims of the Systems and Institutionalization	William D. Dowling
29.	Special Advisory Committee To The National Institute On Resource Development AndUtilization In Adult Basic Education--Public Relation	No author given

30.	Selected Concerns Arising in the Recruitment and Training of Professional Staff for an Adult Basic Education Learning Center	Ray J. Ast
31.	Teaching and Learning In Adult Basic Education	Toni Powell, George F. Aker
32.	Program Development For Adult Migrant Education	Jose A. Cardenas
33.	New Careers and Education for Social Change	John C. Flynn

APPENDIX E

SAMPLE OF PRE-INSTITUTE PLANNING MATERIALS

LETTERS TO ADVISORY COMMITTEES, CONSULTANTS, STATE DIRECTORS

(Note: position papers prepared by consultants and advisory groups are not included in the appendices. These documents are on file in the offices of The Department of Adult Education, Florida State University.)

MEMO

August 13, 1969

To: Advisory Committee to the National Institute on Resource Development and Utilization in Adult Basic Education

From: George F. Aker

Following is general information and specific instructions relative to your role as a member of the Advisory Committee.

You may be interested to know that this committee is one of several advisory committees which are providing in-put as we develop and refine our plans for the National Institute.

Each committee has been carefully selected to bring together a particular mix of individuals who have unique insights into the nature and problems of ABE. YOUR COMMITTEE WILL MEET AT THE UNIVERSITY OF WISCONSIN CENTER 8:00 a.m. to 9:00 p.m. ON FRIDAY, SEPTEMBER 26.

A reservation has been made for you at the Madison Inn (601 Langdon Street), a short distance from the Wisconsin Center, for Thursday evening, September 25 and Friday, September 26.

I have taken the liberty of assigning you a roommate according to the following schedule. In the event that you will arrive after 5:00 p.m. on the 25th or should you desire a single room, please guarantee your reservation or make other room arrangements directly with the Madison Inn.

It will be necessary for you to save your travel receipts for purposes of reimbursements.

As you can see, this particular group will contain no representatives of the State Directors (for whom the Institute is being planned). In fact your group is purposefully biased toward the Professors of Adult Education. Another group meeting in Washington on October 6 will be loaded in favor of the State Directors.

Under separate cover I am sending copy of our revised Institute Proposal which will provide background information.

SPECIFIC DETAILS ABOUT OUR MEETING

The purpose of our meeting is to:

1. Identify the major problems faced by the State Directors which inhibit or restrict the development of ABE.

2. Design learning experiences which will help State Directors resolve these problems.

3. Identify resource personnel for participation in the National Institute--persons who can effectively address themselves to the provlems identified in #1 above and who can contribute to the achievement of item #2 above.

To give us a head start in achieving our three goals, it is requested that you develop and bring along 14 copies of a one to three page summary of your present thoughts and ideas.

To expedite matters still further, I ask that you prepare a brief summary of your thinking on the topic assigned below--but do not feel that you are restricted to the area assigned. You may want to develop an area not listed which will be of more importance than those identified here.

In your discussion try to develop concepts relevant to our three major goals (identification of problems--how to solve them--resource persons to use).

Consultant	Suggested Problem Area (s)
Morris Brown	What USOE sees as the Major Problem(s) of the State Directors
William Griffith	Administrative Competencies
Ted Pinnock	Discrimination
Toni Powell	Relating with other agencies--public
Ernestine Boclair	Human Relation Skills and Sensitivity to Role
Jules Pagano	Relating to other agencies--private

Consultant	Suggested Problem Area(s)
Bill Dowling	Victims of the "System" and Institutionalization
Mackinley Martin	Creative Leadership
Wilson Thiede	Evaluation
LeRoy Anderson	Teacher Training
Ed Boone	Program Planning

Looking forward to seeing you the evening of September 25 or at 8:00 a.m. on Friday, September 26 at the latest.

Informational copies to:
Barbara Chandler
Don Butcher
Paul Delker
Betty Donahue
Jim Dorland

MEMORANDUM

September 17, 1969

To: Special Advisory Committee to the National Institute on Resource Development and Utilization in Adult Basic Education

From: George F. Aker

In Re: October 6 meeting in Washington, D.C.

The following persons have agreed to serve on one of several advisory committees which have been established to provide direction and leadership for the National ABE Resource Development and Utilization Institute.

William Brazziel
Department of Higher Education
University of Connecticut

Donald G. Butcher
Chairman, National Council of State Directors of Adult Education

Paul Delker
Director, Division of Adult Education, USOE

James Dorland
Executive Secretary, NAPSAE

Richard R. Gartner
Director, Special Education Prog.
Texas Education Agency and
President-Elect, National Council of State Directors of Adult Education

Monroe Neff
President-Elect, NAPSAE, and
Director of Continuing Education, New York State Department of Education

Joseph Paige
Dean, Cooperative Extension
Federal City College

Timothy Regan
Vice President
Educational Systems Corporation

Ronald Shilen
Consultant in Adult Education

Dr. Curtis Ulmer
Professor and Head
Department of Adult Education
University of Georgia

The foregoing consultants have been invited to meet with Institute staff members George Aker, Jerry Hanberry and Wayne Schroeder for a one day planning session as described below.

Date of Meeting: Monday, October 6, 1969
Time: 8:30 AM - 4:00 PM
(Note: An evening session may be scheduled for those who can stay over)

Place: Horace Mann North Room (eighth floor NEA Building, 1201 16th Street, N.W., Washington, D.C.)

Hotel Accomodations:

Rooms have been reserved in the names of the out-of-town consultants for Sunday Night, October 5 at the Downtown Holiday Inn (1615 Rhode Island Avenue). If you plan for a later than 6:00 p.m. arrival you should confirm your reservation.

Background Information:

Input for developing the organization, framework and structure of the Institute is being acquired from a variety of sources (e.g., consultations with the State Directors, surveys, visits to related agencies, etc.). Our primary input is being acquired through the use of advisory committees.

A national committee (similar in purpose but quite different in composition to this one) will meet in Madison, Wisconsin on September 26 to explore problems and opportunities in the areas of administrative practices, inter-agency relations, program planning, staff training evaluation and leadership.

Exploratory and idea sessions have already been held with other groups including the Professional Development Committee of NAPSAE.

The specific purposes of our Washington Conference are threefold:

1. Identify the major problems faced by the State Directors which inhibit or restrict the development of ABE through the fullest possible use of existing resources (Human, Physical, Financial).

2. Design learning experiences which will help State Directors resolve these problems.

3. Identify resource personnel for participation in the National Institute--persons who can effectively address themselves to the problems identified in #1 above and who can contribute to the achievement of item #2 above.

To give us a head start in achieving our three goals it is requested that you develop and bring along 14 copies of a one or two page summary of your present thoughts and ideas.

To expedite matters still further, we ask that you prepare a brief summary of your thinking on the topic assigned below--but do not feel that you are restricted to the area assigned. You may want to develop an area not listed which will be of more importance than those identified here.

In your discussion try to develop concepts relevant to our three major goals (identification of problems--how to solve them--resource persons to use).

Consultant	Suggested Problem Area(s)
Bill Brazziel	Use of Research
Don Butcher	Use of Other Community educational resources
Paul Delker	Creative Use of Federal Resources
Jim Dorland	Resources of Professional Associations
Dick Gartner	Use of Internal Human Resources via delegation of responsibility
Monroe Neff	Public Relations
Joe Paige	Resources of Minority Groups
Tim Regan	Inter-agency Cooperation/ Competition
Ron Shilen	Use of non-public resources
Curtis Ulmer	Use of University Resources

Please do not feel restricted by the foregoing arbitrary designation of categories. We hope you will come prepared to discuss what you believe to be the major problems--opportunities--barriers--or challenges, etc. which now restrict or which would greatly maximize present efforts and activities in ABE.

And we want to discuss your ideas in terms of designing a 2-week Institute for the State Directors which will have a high probability of follow-through actions and activities as they fulfill their responsibilities as the State Directors of Adult Education.

For further background information a copy of the original proposal is being sent to you.

Looking forward to seeing you on Sunday evening, October 5 or Monday morning, October 6.

G.F.A.

Minutes of the Meeting of the Advisory Committee to the
National Institute on Resource Development and Utilization
in Adult Basic Education

September 26, 1969
Madison, Wisconsin

The meeting was held at 9:00 A.M., Adult Education Center, University of Wisconsin. Present were: Dr. William Griffith, Dr. Theodore Pinnock, Mr. McKinley Martin, Dr. William Dowling, Dr. Wilson Thiede, Mrs. Ernestine Boclair, Mr. Jules Pagano, Dr. Edgar Boone, Dr. Wayne Schroeder, Miss Toni Powell and Dr. George Aker.

Dr. Aker began the meeting by stating that the general purpose of the meeting was to plan for the A.B.E. State Director's Institute which will be held in the spring, 1970, at Florida State. Problems and obstacles which confront the state directors were to be raised and discussed in order that relevant topics would be handled at the Institute.

Papers written by some of the group were distributed to those present and read, after which Dr. Aker stated that the specific objective of the meeting was the establishment of a multi-dimensional format for the Institute. He further suggested that the group advise him in deciding which person from each state should be designated as the man most clearly fitting the role of state A.B.E. director.

The first problem discussed was that of regionalization. It was generally agreed that the meeting should not be regionalized.

Mr. Pagano stated that the state directors had no successful national model to emulate; lacking such, the directors would not benefit necessarily from simply communicating and exchanging information among each other.

The discussion then moved to administrative problems faced by the directors and their position in the administrative line. Dr. Dowling suggested that there might be federal guidelines which could be set up for ABE directors to follow or use as a model.

Dr. Thiede suggested that they focus on two main areas: what should a good ABE program look like, and what should the ABE director be like?

Dr. Aker then asked whether they should limit their discussion to adult basic education or whether they should consider other aspects of adult education. Mr. Sullivan, Office of Education, stated that O.E. considered the directors, responsibilities to lie mainly in education for adults below an eighth grade level. It was generally agreed that, although most state directors had duties and responsibilities which concerned adult education activities other than ABE such as aging and non-vocational groups, it would be necessary to deal mainly with ABE due to the short duration of the Institute.

Mr. Pagano stressed the emphasis upon work and jobs as goals in ABE and suggested that employment, potential jobs and pre-vocational programs be an important part of the Institute.

Dr. Schroeder suggested that the general feeling of the group seemed to be that the Institute focus on the individual ABE director, rather than on a model.

The participants discussed the role and problems involved with sensitivity training, specifically the adverse reaction Dr. Aker had received from many of the state directors regarding the use of sensitivity training at the Institute. It was agreed that some form of sensitivity training was necessary to more fully integrate the directors into their duties with their responsibilities. Dr. Thiede suggested that, rather than diffuse a model, it would be better to have the directors participate in simulated situations, thus, using the model as a process rather than as an end.

It was decided that the Institute would have to assume that the majority of the directors were individuals who were capable, but had more freedom and responsibilities than they were willing or able to assume. It was felt that, by making this assumption, it would narrow the range of problems considerably.

The discussion then centered around the problem of deciding who the state directors actually were in each state, and how to assure that the right man was selected to be invited to the Institute. They agreed that there was a problem concerning whether to invite the man who actually operated the programs, or the individual who acted as his top supervisor, finally agreeing that it would be more effective

to ask the man who actually planned and ran the program, assuming that he had the responsibilities necessary for this role.

At the beginning of the afternoon session, Dr. Aker stated that the objective would be to establish a general format and time schedule for the Institute. It was suggested that they would plan for two separate sessions: a nine-day workshop for fifty participants, and a three-week workshop for twenty participants.

At this point, the group devised some general objectives for the Institute. They were as follows:

I. Application of Creative Thinking
   A. Freeing individuals to be creative.

II. Attitude Change

III. Models of a Good Program
   A. Series of simulation of settings
   B. Professional styles

IV. How to Achieve the Ideal Program

V. Process Analysis

VI. Involve the Learner

After the objectives were discussed and formulated, the group attempted to recapitulate the ideas at that point:

Simulation

is ought to be

Situation

Simulation: 1) what an ABE director ought to be - role

2) key linkages of what each state should have

3) learners identify the problem - they simulate

It was agreed that outside influences, such as labor and industry, should be brought in. It was also agreed that the following were important problems: recruitment, retention, reporting, evaluation, good teaching and relationship with superiors.

It was agreed that it was important to include not only participants in ABE programs (the learners), but experienced peers, who had operated previous successful programs.

The group ended the meeting with a brief summarization of the greatest problems possibly faced by ABE directors:

1) managerial responsibilities that are not related to the director's charge
2) lack of professional knowledge
3) dealing with the power structure
4) making full use of community resources: business, labor, church, etc.
5) committment to his role as state director
6) evaluation of the job
7) teaching-training
8) awareness and appreciation of the general field of adult education
9) advisory groups
10) relationship between state directors and special project directors

MEMORANDUM

October 9, 1969

To: Dr. George F. Aker

From: Gerry Hanberry

Subj: Minutes of Washington, D.C. Meeting of the Special Advisory Committee to the National Institute on Resource Development and Utilization in Adult Basic Education, October 6, 1969.

The following persons attended this meeting:

George F. Aker, FSU
Wayne L. Schroeder, FSU
Gerald C. Hanberry, FSU
Donald Butcher, Fessis State College
James Dorland, NAPSAE
Dick Gartner, Texas
Monroe Neff, New York
Tim Regan, ESC
Ronald Shilen, Consultant
Gene Sullivan, OE
Curtis Ulmer, University of Georgia

Introductory Comments

Dr. George Aker, Project Director, stated that the State Director of adult education is the key person for development of adult education in the State. In addition, he reiterated the three purposes of the committee meeting.

Following this brief opening, a number of questions regarding institute logistics, personnel, purposes, facilities, content, and participant selection guidelines and procedures was discussed

Reports

Each committee member submitted a working paper on a specified topic. The OE paper listed 12 major problems of the State Directors as seen by the U.S.O.E. The group added the following problems:

13. lack of ability to make long-range plans;

14. need for ability to analyze dynamics of changes;

15. funding procedures; and

16. lack of perception of own problems.

Wayne Schroeder suggested that the State Director should be able to:

A. Determine who he is and the state of his present program;

B. Determine what the program ought to be; and

C. Determine how to close the gap between A. and B.

Institution Objectives

Upon return from lunch, the committee was asked to state what the State Director should be able to do.

A. Manage resources effectively

B. Provide leadership

C. Understand and implement strategies of change

D. Understand the process of plan-making

E. Make long-range plans

F. Assess and evaluate personal contributions

Two of the above were selected for detailed discussion and definition (terminology same as used by committee).

A. Management
   1. administers
   2. plans
   3. implements
   4. sets policy
   5. leads
   6. coordinates
   7. decision-making
   8. communicates
   9. evaluates
   10. program development
   11. spends all monies
   12. allocates all resources

a. human
b. physical
c. financial

13. Consultants available for institute
    a. Dean Bob Risley, Cornell
    b. Hartley, NYU
    c. Pete Marwick and Mitchell, Inc.
    d. Carl Herford, OE

B. Leadership: What is a State Director as a leader?

Suggestion: Propose this question to State Directors

Involvement of State Directors in Planning Institute

The committee recommended that the directors be involved in the planning of the institute via several surveys, a meeting in December and the completion of a problem - solving exercise. Some of the questions proposed are:

A. What will the state of the art be in 1975?
B. What are your problems?
C. What is your program?
D. What ought the program be?
E. How would you close the gap?
F. Given a problem, propose a solution.

Time Period of Institute

It was agreed that the institute would begin on a Sunday in early April and operate for a period of two five-day work weeks with a weekend break. This institute would be followed by regional conferences.

Participants

Upon discussions with the OE, NAPSAE, and National Council of State Directors of Adult Education, the Project Staff will invite one person (State Director) from each State to participate. Others such as U.S.O.E. staff, professors of adult education, special projects, and Rp.O's will be invited on a limited and selective basis. This group breaks out as follows:

State Director	55
OE	3
Professors	6
FSU	2
Special & RpO	3
	69

October 14, 1969

Dear

This is the first of several "official" communications you will receive in relation to the National Institute for State Directors of Adult Education to be held in Tallahassee, Florida on April 5-17 or April 12-24, 1970 (exact dates to be determined by majority wish of State Directors).

The purpose of the Institute is to strengthen public school adult basic education through innovative and creative resource utilization (human, physical, institutional and financial).

Representatives of the National Council of State Directors of Adult Education, USOE and allied groups have been engaged in extensive pre-institute planning activities over the past several months. In the process we have learned something about the nature of your programs, problems, and needs, etc. We are aware of your responsibilities and busy schedules and we will do everything possible to conserve your time and energy as we now seek your counsel and advice.

The Institute has been conceived as a top level management seminar operated by and for those who are most influential in providing for the education of our adult citizenry--the State Directors. Nearly all resource persons (including a few selected representatives from large urban programs, special projects and USOE) will participate in workshop and managerial skill development activities along with the State Directors throughout the Institute.

Although we have been involved in certain pre-planning activities we realize that our planning is incomplete without the help and assistance of each and every participant.

In a few days you will receive a "request for information form" on which we ask for specific information essential to the detailed planning of the Institute. Your responses and advice will be carefully weighted and analyzed so that the final program design will incorporate your suggestions to the fullest extent possible.

Thanking you in advance for your full support and cooperation.

Sincerely,

Donald J. Butcher
Chairman, National Council
of State Directors

Paul Delker
Director of Adult Education
Division, USOE

Richard R. Gartner
Chairman-elect, National
Council of State Directors

George F. Aker
Director, National Institute
for Resource Development in
Adult Basic Education

MEMO

November 10, 1969

To: All State Directors of Adult Education

From: George F. Aker, Director, National Institute for State Directors on Resource Development and Utilization in ABE

In re: Request for your assistance.

Once again your help is needed to crystallize and strengthen our plans for the forthcoming National Institute for State Directors on Resource Development and Utilization in Adult Basic Education.

To assure that the priorities are correct and that the content of the Institute meets your interests and needs, we ask that you take a few minutes from your busy schedule to provide the information asked for on the attached questionnaire.

Your assistance in providing this necessary input at your earliest convenience will be most appreciated.

I look forward to seeing you at the Galaxy Conference.

G.F.A.

THE FLORIDA STATE UNIVERSITY

Tallahassee 32306

Adult and Continuing Education
Graduate Instruction-Research-
Extension

College of Education

The more we examine the roles, responsibilities and tasks being performed by the State Directors of Adult Education, the more impressed we are with you, the magnitude of your job, and your accomplishments--particularly in view of the limited administrative resources that you have.

While we have great expectations for the National Institute on Resource Utilization in ABE, I personally feel that the Institute will have succeeded if the major outcome is simply that it provided the State Directors an opportunity to get away from their work-a-day problems (and frustrations) for a few days and acquire new perspectives through the exchange of ideas with each other.

In weighing tangible and intangible factors such as work load of the State Directors, availability of staff and resources, space requirements and the Florida weather, the exact dates for the Institute have been narrowed down to encompass the days between April 6-24. Consequently, we want to know your preference on dates: April 6 to 17 or April 13 to 24.

Either period involves arriving on a Sunday, the day before the Institute begins, 5 workshop days--a free weekend--followed by 5 more workshop days, departing for home late Friday the 13th or 24th.

Please make your preference known by sending us the enclosed Request for Information slip by return mail (use enclosed self addressed Air Mail envelope). The majority wish of the State Directors will prevail.

Looking forward to seeing you at Galaxy, I remain

Sincerely,

George F. Aker
Institute Director

REQUEST FOR INFORMATION

Preferred dates for the National ABE Institute: (Check one)

( ) April 6-17

( ) April 13-24

Signed_____

Title_____

_____

(Please use enclosed envelope and return to Mary McCoy, Department of Adult Education, Florida State University, Tallahassee, Florida, 32306)

MEMORANDUM

December 18, 1969

To: All State Directors of Adult and Adult Basic Education

From: George F. Aker

In re: Dates for National Institute on Resource Development in ABE

It was a fairly close vote--the majority favoring April 6-17. To those of you (including myself) who favored the later date, we'll do our best to provide ample warmth and sunshine--and the other things needed for a successful and rewarding use of your time.

Your response to our request for information has been most gratifying. More than 60 per cent of the State Directors returned the questionnaire on perceptions of roles and problems within the first two weeks. Preliminary examination of the returns shows some not expected and surprising responses. The final compilation of the data should be of interest and use to all of us.

Under separate cover I am sending you a Pre-Institution paper entitled "Can Adult Education Prevent the Obsolescence of the Human Animal?" written by Michael Tremor. I trust that you will find this young historian's (who recently discovered adult education) ideas as fascinating--sometimes as frightening as I have.

Our purpose in sending selected Pre-Institute materials is threefold:

(1) to help you get charged up with as many ideas as possible.

(2) to provide you with some "fresh" material in case you have to come fast with new thoughts for a speech you have to deliver tomorrow.

(3) to stir up a little discussion and controversy

G.F.A.

MEMORANDUM

January 5, 1970

To: Members of National Council of State Directors of Adult Education
State Directors of Adult Education
State Directors of Adult Basic Education
Selected Others

From: George F. Aker

In re: National ABE Institute - Tallahassee, Florida - April 6 to 17, 1970

And the best of a 1970 to you! I enjoyed our meeting at the recent Galaxy Conference and trust that you have had an opportunity to relax and enjoy yourself a bit over the holiday season. In any event, I hope that you are on the road to recovery as a result of last December, 1969, and the past decade!!

We are moving into the final planning stages for our National Institute and your assistance is requested to identify the specific person who will attend the Institute from your State or Territory.

Your cooperation in returning the information asked for on the enclosed form will be much appreciated.

Participants will be housed in the Driftwood Motel adjoining the Florida State University campus. While we have convenient limousine service from the Tallahassee Airport, we will arrange for your personal ground transportation if you will advise us of your flight schedule.

The Institute will officially begin at 9:00 a.m. Monday morning, April 6. The opening session at 10:00 will be exciting, provocative and set the stage for much of our following activities. Consequently, because of flight scheduling arrangements you might want to plan on a Sunday, April 5 arrival. See you then.

G.F.A.

STATE AND TERRITORIAL REPRESENTATIVES ATTENDING
NATIONAL ABE INSTITUTE

Please provide the following information so that appropriate accommodations and arrangements can be made for the participants in the National Institute on Resource Development and Utilization in ABE--to be held at Florida State University, Tallahassee, Florida, April 6-17.

Name of State or Territory_____

Representative who will attend the Institute:

Name_____

Title_____

Office Address_____

_____

_____

_____

Phone_____

Travel by: (check one) Plane ( ), Train ( ), Car ( )

If travel is by plane please provide flight number, name of air line, and date and time of arrival.

_____Air line

Flight no._____

Arrive in Tallahassee on _____
day

April_____, at_____
date Time a.m. or p.m.

Please return this form at your earliest convenience to:

George F. Aker
Institute Director
Department of Adult Education
Florida State University
Tallahassee, Florida 32306

THE FLORIDA STATE UNIVERSITY
Tallahassee, Florida 32306

Department of Adult Education

January 16, 1970

Dear State Director:

Enclosed is a paper developed by Dr. Paul Sheats which will appear as the preface to the 1970 Handbook of Adult Education.

The ideas contained in this paper are presented as "food for thought" in anticipation of your participation in the National Institute in April.

Sincerely,

George F. Aker
Institute Director

Enclosure

MEMORANDUM

Date: February 4, 1970

To: State Directors

From: Wayne L. Schroeder

Re: National Institute for Resource Development and Utilization in Adult Basic Education

Plans are progressing well for the forthcoming State Directors Institute--now we need your help. In keeping with our assumption that we can learn from the experiences of others and that what we learn should be relevant to our own situation, we ask you to do two things for us. 1) Send to us any materials you have which you feel have been helpful to you in the formulation and development of your program and which you would like to share with other participants of the Institute (sixty copies of each item will be needed). We will include these materials in a packet of materials to be handed out to participants on their arrival. Address these materials to: ABE State Directors Institute, Department of Adult Education, 920 West College Ave., Florida State University, Tallahassee, Florida 32306. 2) Please bring your State Plan to the Institute.

Looking forward to seeing you at the Institute.

Department of Adult Education
Florida State University
Tallahassee, Florida 32306
February 26, 1970

Dear State Directors:

We hope to see you soon in sunny Florida's Capital City, Tallahassee. The National Institute for State Directors is intended to be a function which combines the best of two worlds, work and pleasure. Toward that end a few suggestions from us seem to be in order.

Insofar as clothing is concerned, you will be well equipped if you bring casual clothing such as sport shirts, slacks and shorts as well as warm and light sport coat(s). The tennis, golf, swimming, bowling and boating facilities here at Florida State University lend themselves to the most informal of clothing. You are encouraged to bring with you any leisure time equipment available to you such as tennis racquets and golf clubs, however, if it is inconvenient to do so, equipment is available here for a slight rental charge.

There will be a few occasions where more formal attire such as dress shirt and tie or suit and tie will be appropriate. Claude Kirk, the Governor of Florida and Stanley Marshall, President of Florida State University are among our dinner guests. A detailed schedule of the planned activities will follow soon.

Please plan to arrive on Sunday April 5. The Institute will begin at 8:00 a.m. on Monday, April 6. The Monday morning program will provide the stage and background for all that follows. Consequently it is very important that you make your flight reservations for a Sunday April 5 arrival. (Air traffic is extremely heavy to Tallahassee and you are encouraged to make your reservations at once if you have not already done so!)

All participant costs including food and lodging, special banquets, etc. will be provided by the Institute. Participants are required to pay for their transportation to Tallahassee and return home and for any extra personal expenses (e.g., phone calls, other than Institute provided recreational activities, etc.)

We are looking forward to seeing you. Have a pleasant journey. We know your stay here in Tallahassee will be most fruitful and highly pleasurable.

Sincerely,

George F. Aker
Director
National Institute

Wayne L. Schroeder
Co-Director

Enclosures (3)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

WASHINGTON, D.C. 20202

- SAMPLE -

February 26, 1970

Dear Superintendent:

Under a grant from the U.S. Office of Education, Florida State University will conduct a National Institute for Resource Development and Utilization in Adult Basic Education, April 6 - 17. This Institute will bring together the State Directors of Adult Education from each of the States and Territories in a setting whereby they will evolve new strategies and plans for providing educational opportunities to our undereducated adult citizens.

Among the problems to be considered at the Institute are the following: effective linkages between public schools and other public and private agencies relating the education of adults to critical social problems, coordinating program activities with other educational agencies, meaningful evaluation of efforts, creating public awareness of educational needs-problems-opportunities, planning-programming-budgeting systems, Federal procedures in adult education, reaching the "disadvantaged adult," use of human resources through volunteer paraprofessionals and minority groups, long-range program planning (Federal-State-Local).

In our approach to the foregoing selected problem areas the participants will be provided opportunities to enhance their own human relations leadership and managerial skills.

A major outcome of the Institute will be the development of a model which each State and Territory can use as it sees fit. It will be designed to maximize our use of resources and to improve the quality of our expanding efforts in adult basic education. For this reason it is imperative that each State and Territory be represented by its person having the primary responsibility for implementing the Adult Basic Education Program.

Although we have been in contact with your State Director of Adult Basic Education in planning for the Institute, we would appreciate your personal encouragement of his attendance. Travel to the Institute is authorized under Federal funds allocated to your Adult Basic Education Program and all living costs will be provided by the Institute.

Thanking you in advance for your efforts to insure the success of our Institute, I remain.

Sincerely yours,

Grant Venn
Associate Commissioner
Adult, Vocational and
Technical Education

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

Department of Adult Education

College of Education

:
:
:
:

Dear:

By now you should have had ample opportunity to recover from the experience of the recent National Adult Basic Institute in Tallahassee. We sincerely hope that you have also had time to reflect over the ideas and experiences which were generated during the Institute in order to test out some new ways--some new thoughts--some new approaches to the resolution of our important problems as well as to the creation of some new possibilities and opportunities to improve our efforts in various ways in Adult Education.

Upon follow-through briefing sessions with the staff, we were all notably impressed by the way that you and the other participants continuously reinforced one another which led to a high level interest, motivation and productivity throughout the course of the Institute. In fact it's one of the few conference experiences that I've had in which I felt that every participant was the leader and that the so-called designated leaders were functioning more like continuing learners or members.

We are looking forward to your support as we now begin to plan for a follow-through phase of the Institute in order to maximize the contributions that you have already made.

As you might expect we have gone through our own recovery stage in getting the Department of Adult Education back to normal on the one hand, operating some lesser conferences at the present time, and as a result, have not been able to complete the editing and preparation of the Institute Proceedings and publication of the group reports. We feel, however, that you will be interested in reviewing these papers which will be sent to you as soon as they become available.

In the meantime, thank you again for helping to make our Institute a successful experience. I look forward to seeing you again.

Sincerely,

George F. Aker
Institute Director

APPENDIX F

ROSTER OF INSTITUTE PARTICIPANTS

Aldrich, Alice A., State Coordinator Adult Basic Education, State Department of Education, Montpelier, Vermont 05602. Phone: 802 - 223-2311, ext. 511.

Anderson, Gerard A., Coordinator ABE, State Department of Education, 1416 Senate Street, Columbia, South Carolina 29201. Phone: 803 - 758-3217.

Barrett, Charles M., Educational Director, Division of Adult Education, North Carolina Dept. of Community Colleges, Raleigh, North Carolina 27602. Phone: 919 - 829-7057.

Black, Luther H., Director ABE, Arch Ford Education Building, Little Rock, Arkansas. Phone: 501 - 731-2263 and 2264.

Brenner, C. James, Director, New York Industrial Education Center, P. O. Box 1090, 2000 Broadway, New York, New York 10023. Phone: 212 - 874-3206.

Brown, Edward T., ABE Project Director, Southern Regional Education Board, 130 Sixth Street N.W., Atlanta, Georgia 30013. Phone: 404 - 872-3873.

Burchill, Victor E., Associate Director Adult Education, 311 Twomley Hall, University of North Dakota, Grand Forks, North Dakota 58201. Phone: 701 - 777-2661.

Cotton, Bedeliah A., Quitman County Center for Learning, 515 Cathching Street, Marks, Mississippi 38646. Phone: 601 - 326-8114.

Delker, Paul V., Director, Division of Adult Education Programs, 7th and D Streets S.W., Washington, D.C. 20202. Phone: 202 - 963-7444.

Dorland, James R., Executive Secretary, NAPCAE, 1201 16th Street N.W., Washington, D.C. 20036. Phone: 202 - 223-9400.

Dorsey, James A., Consultant, Adult Basic Education, Box 2218, Hartford, Connecticut. Phone: 203 - 566-5527.

East, J. Ken, State Director, Office of Adult Education, State Department of Education, Columbia, South Carolina. Phone: 803 - 758-3217.

Esarey, J. Clark, Director, Adult Basic Education, 10 Lakewood Drive, Chatham, Illinois 62629. Phone: 217 - 525-7631.

Eyre, Gary A., Division Director, Adult Education, Colorado Department of Education, Denver, Colorado 80203. Phone: 303 - 892-2234.

Felix, Philip J., Assistant Director, ABE, State Department of Education, Santa Fe, New Mexico 87501. Phone: 505 - 827-2427.

Fling, James H., Administrator, Adult and Veteran Education, State Department of Education, Tallahassee, Florida 32304. Phone: 904 - 599-5723.

Franks, Elliott E., III, Executive Director, Columbia Urban League, 1920 Blossom Street, Columbia, South Carolina 29203. Phone: 803 - 252-9375.

Gartner, Richard R., Director, Division of Adult and Continuing Education, Texas Education Agency, Capitol Station, Austin, Texas 78711. Phone: 512 - 475-3891.

Gonzales, Felipe C., Director, Adult Basic Education, Southwestern Cooperative Educational Laboratory, 117 Richmond, N.E., Albuquerque, New Mexico 87110. Phone: 505 265-9561.

Griffin, John V., Senior Program Officer, ABE, U.S. Office of Education, Washington, D.C.

Hammett, Earl L., Director, Adult Education, Louisiana State Department of Education, P.O. Box 44064, State Capitol, Baton Rouge, Louisiana 70804. Phone: 504 - 389-6658.

Hayott, Martin A., Human Relations Director, The City University of New York, 460 West 42nd Street, New York, New York. Phone: 212 - 868-3007.

Health, Geraldine, Director of Adult Basic Education, Virgin Islands.

Hill, C.L., ABE, 222 North President Street, Jackson, Mississippi 39205. Phone: 354-6880.

Holt, Charles W., Supervisor of Adult Education, State Department of Education, 401 Evergreen Street, Lawrenceburg, Tennessee. Phone: 615 - 762-3714.

Houghton, Alfred T., Chief, Bureau of Basic Continuing Education State Education Department, Albany, New York 12224. Phone: 518 - 474-8940.

Johnson, Bobbie J., Coordinator of Counseling, Quitman Center for Learning, 515 Catching Street, Marks, Mississippi 38646. Phone: 601 - 326-8114 or 8115.

Jones, Joe, Educational Director, City University of New York, 2090 7th Avenue, Room 611, New York City, New York. Phone: 212 - 666-6340.

Kerr, Charles F., Coordinator of Adult Education, State Department of Education, Capitol Towers B-F, Nashville, Tennessee. Phone: 615 - 741-3218.

Kirkland, Catherine, State Director of Adult Education, State Department of Education, 156 Trinity Avenue, Atlanta, Georgia 30305. Phone: 404 - 688-2390 - ext. 443.

Knight, Lowell W., Program Specialist, Assistant State Director, Adult Basic Education, West Virginia State Department of Education, Sutton, West Virginia 26601. Phone: 304 - 765-7160.

Lamb, Charles, Coordinator, Adult Basic Education, State Dept. of Education, Tallahassee, Florida.

Laws, Ruth M., State Director Adult and Continuing Education, State Department of Public Instruction, Dover, Delaware. Phone: 302 - 678-4887.

Lewis, Delbert E., Director of Adult Education, State of Indiana, 401 State House, Indianapolis, Indiana 46204. Phone: 317 - 787-7798.

Long, Elvin D., Supervisor of Adult Education, Missouri State Department of Education, Box 480, Jefferson City, Missouri 65101. Phone: 314 - 635-8125.

Luke, Robert A., Director, Division of Adult Education, NEA, 1201 16th Street N.W. Washington, D.C. Phone: 202 - 656-8680.

Martin, Charlotte, Director of Adult Basic Education, Wisconsin State Department of Education, 137 E. Wilson Street, Madison, Wisconsin. Phone: 608 - 266-1354.

Miller, Jacqueline, Quitman County Center for Learning, 515 Catching Street, Marks, Mississippi 38646. Phone: 601 - 326-8114 or 15.

Miller, James, Section Chief, Special Programs, Ohio Department of Education, 3201 Alberta Street, Columbus, Ohio 43204. Phone: 614 - 469-4161.

Moore, William M., Assistant Supervisor of Adult Education, State Department of Education, 523 East Main Street, Richmond, Virginia 23219. Phone: 703 - 770-3189.

Moran, John P., Director of Adult Education, State Department of Education, 16 Green Street, Augusta, Maine.

Neff, Monroe C., Director of Continuing Education, New York State, New York State Education Department, Albany, New York. Phone: 518 - 475-5808.

Newsom, William M., Supervisor, Adult Education, Rhode Island Department of Education, Hayes Street, Providence, Rhode Island 02908. Phone: 401 - 521-7100, ext. 705.

Nielson, Jerry O., Director Adult Basic Education, Nevada State Department of Education, Heroes Memorial Building, Carson City, Nevada 89701. Phone: 702 - 882-7321.

Olvey, Curtis E., Civil Defense Adult Education, State Department of Education, State Capitol Building, Oklahoma City, Oklahoma. Phone: 405 - JA1-3308.

Parker, Norman O., State Coordinator, ABE, State Department of Education, State Office Building, Montgomery, Alabama 36104. Phone: 205 - 269-6306.

Phillips, William J., U.S. Office of Education, Region IV, Peachtree & 7th Street N.E., Atlanta, Georgia. Phone: 404 - 526-5311.

Pike, Robert F., Assistant Director of Adult Education, Department of Education, Frankfort, Kentucky 40601. Phone: 502 - 564-3864.

Roberts, William W., State Department of Education, Adult and Veterans Section, Tallahassee, Florida 32303. Phone: 904 - 599-5783.

Rose, N. Harold, Research Administrator, Appalachian Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky. Phone: 606 - 784-9289.

Russell, Ken E., Supervisor - Adult Education, State Department of Public Instruction, Grimes Office Building, Des Moines, Iowa. Phone 515 - 281-525.

Selden, Marguerite C., Assistant Superintendent, Department of Continuing Education and the Urban Service Corps., Presidential Building, 415 12th Street N.W., Suite 1504, Washington, D.C. Phone: 202 - 629-3432.

Sewell, Bernard F., Supervising Director, Adult Education, D.C. Public Schools, Presidential Building, 415 12th Street N.W., Washington, D.C. 20004. Phone: 202 - 347-7767.

Sideris, John E., Consultant for A.B.E., New Hampshire Department of Education, 64 North Main Street, Concord, New Hampshire 03301. Phone: 603 - 271-2617.

Snow, George A., Director, A.B.E., New Jersey State Department of Education, 225 West State Street, Trenton, New Jersey. Phone: 609 - 292-6472.

Sullivan, Gene, U.S. Office of Education, 7th and D Street S.W., Washington, D.C. Phone: 963-7256.

Torrence, Preston., Associate Project Director, Adult Education, Southern Regional Education Board, 130 Sixth Street, Atlanta, Georgia.

Towey, Carroll F., Adult Education Program Officer, U.S. Office of Education, John F. Kennedy Federal Building, Government Center, Boston, Massachusetts 02203. Phone: 617 - 223-6814.

Troy, Clair E., Coordinator, Adult Basic Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania (Box 911), 17126. Phone: 717 - 787-6178.

Walden, B. W., Area Supervisor, Adult Education, 106 Roberts Avenue, Gadsden, Alabama 35901. Phone: 547-6450.

Way, Max W., Assistant Superintendent, Scioto Valley Local Schools, Piketon, Ohio 45661. Phone: 614 - 289-2307.

Wood, C. Robert, Director, Special Project, University of Texas, 201 Extension Building, 18th and Sabine Streets, Austin, Texas 78712. Phone: 512 - 471-7335.

Woodall, Michael V., Assistant Superintendent for Instruction, Charleston County School District, 67 Legare Street, Charleston, South Carolina 29401. Phone: 803 - 722-8461.

APPENDIX G

THE INSTITUTE STAFF

Director: Dr. George F. Aker, Professor and Head
Department of Adult Education
Florida State University; and
President, AEA-USA

Co-Director: Dr. Wayne L. Schroeder, Professor and
Associate Head
Department of Adult Education
Florida State University

Group Leaders

Dr. Donald G. Butcher, Dean of General Education, Ferris State College, Big Rapids, Michigan.

Dr. William Dowling, Chairman, Center for Adult Education, Ohio State University, Columbus, Ohio.

Dr. Kenneth Gordon, Professor of Adult Education, Indiana University, Bloomington, Indiana.

Dr. Glenn Jensen, Professor of Adult Education, University of Wyoming, Laramie, Wyoming.

Dr. Malcolm Knowles, Professor of Adult Education, Boston University, Boston, Massachusetts.

Dr. Alan Knox, Professor of Adult Education, Teacher's College Columbia University, New York, N.Y.

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Dr. George Eyster, Executive Director, Adult Basic Education Demonstration Center, Morehead State University, Morehead, Kentucky.

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Mr. John Griffin, U.S. Office of Education, Washington, D.C.

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Region VIII	Dr. Roy Minnis
Region IX	Mr. Calvin Nichols

Special Guests

Mr. Floyd Christian, Commissioner of Education, The State of Florida.

Dr. Paul Craig, Vice-President, Florida State University.

Dr. Carl Proehl, Director, Vocational, Technical and Adult Education, Florida State Department of Education.

Dr. John Lunstrum, Associate Dean, College of Education, Florida State University.

Hosts

Mr. James Fling and his staff in the Adult and Veteran Education Section of the Vocational Technical and Adult Education Division of the Florida Department of Education.

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